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ABSTRACT

This resource guide lists materials that could be used for early childhood/early intervention training. Resources are provided for the following areas: (1) assistive technology (6 resources); (2) cultural diversity (36 resources); (3) early care and development (36 resources); (4) evaluation/assessment (17 resources); (5) family-professional collaboration (47 resources); (6) the Individualized Family Service Plan (14 resources); (7) inclusion (28 resources); (8) interagency collaboration (14 resources); (9) legislation (10 resources); (10) service coordination (10 resources); (11) specific populations (22 resources); (12) state planning and resource development (26 resources); (13) teams (21 resources); (14) transitions (11 resources); (15) family participation (31 resources); (16) personnel preparation and development (36 resources); (17) curriculum guides (4 resources); and (18) multiple-content resources (5 resources). Appendices include a source list, title index, and author index. (CR)

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ED 429 374

Resource Guide

Selected Early Childhood/Early Intervention Training Materials

7TH edition

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Compiled and Previewed by
Camille Catlett
Pamela J. Winton

Supporting Change and Reform in Interprofessional Preservice Training (SCRIPT)

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C. Catlett & P. J. Winton
7TH edition, 1998

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Introduction

How to Use the Resource Guide

The purpose of the *Resource Guide* is twofold:

- to identify and describe materials (primary resources) that might assist you in designing quality preservice and inservice learning opportunities (i.e., curricula, videotapes, discussion guides); and

- to identify materials that will serve as supplemental resources to your personnel preparation and development efforts (i.e., bibliographies, free publications, annotated directories of additional curricula).

What's in the *Resource Guide*?

The *Resource Guide* features instructional material in three sections: Instructional Content; Instructional Process; and Additional Resources. A list of topics and information covered in each of these sections follows.

Instructional Content

Materials with which to enrich preservice and inservice personnel preparation in key early childhood/early intervention content areas, including:

Assistive Technology—resources that could be used to share information about the use of assistive technology with young children

Early Care and Development—materials to promote optimum early development, including the design, implementation, and evaluation of quality child care environments that lend themselves to effective inclusion

Cultural Diversity—materials that could be used to facilitate the appreciation of individual differences in ourselves and the families we serve

Evaluation/Assessment—resources for training others in gathering and sharing child and family information

Family-Professional Collaboration—materials for assisting individuals and programs in movement toward family-centered practices and effective collaboration

IFSP—resources that could be used to share information and promote learning about the IFSP process

Inclusion—materials that can be used to promote well-designed, integrated environments for young children

Interagency Collaboration—information and activities that can be used to foster productive collaborative efforts that support young children and families

Legislation—materials for sharing information about federal legislation and policies that affect young children and families

Service Coordination—materials for teaching about case management and service coordination

Specific Populations—instructional resources targeted to specific audiences including medical personnel, paraprofessionals, and practitioners who serve parents with special needs, children infected with HIV, and premature infants

State Planning and Resource Development—resources that can assist states in setting up structures to support and link personnel preparation and development resources and efforts

Teams—materials for promoting teamwork

Transitions—materials that can be used to share information about transitions in early childhood/early intervention

Instructional Process

Resources to enrich the design of quality personnel preparation efforts, including:

Family Participation—materials that can support the involvement of family members in different aspects of early childhood intervention, including leadership, advocacy, personnel preparation, and program design and development

Personnel Preparation and Development—information on models (mentoring, consultation) and methods (instructional approaches, case method, team-based approaches) for supporting preservice education, inservice training, and ongoing staff development

Additional Resources

Lists of other resource guides and personnel preparation materials, including:

Curriculum Guides —compilations of information about existing curricula

Multiple Content Resources—resources that address two or more content areas

How is the *Resource Guide* Organized?

Each section is divided into two parts: *Primary resources* and *Supplemental resources.*

Primary resources are materials that are described at length, including title, author, date, format (print, video, audiotape), content (brief description), level of impact, source, and cost. Typically these are items that were intended for instructional use and lend themselves without adaptation.

Supplemental resources are other materials described in terms of title, author, source, and cost. **Addresses and telephone numbers for these sources are provided in the *Source List* that appears at the end of the *Resource Guide*.** These are items that might be useful as vignettes, handouts, readings, or bibliographic entries.

A *Source List* follows the content sections and includes publishers and producers for supplemental materials described in the *Resource Guide*. Two indices follow the *Source List* and provide alphabetical listings of all *Resource Guide* entries by author and title.

The pages of the *Resource Guide* have been designed with lined space in the margins, providing you with room to take notes about individual entries.

The *Resource Guide* is also available online as a PDF file at
[http:\\www.fpg.unc.edu/Publications/Rguide/rguide.pdf]
By downloading Adobe Acrobat Reader (available for free at the website) you will be able to read, copy, print, or search the *Resource Guide*.

Please note that the *Resource Guide* is not intended to be a comprehensive document. Instead, this collection represents material the compilers have used, currently use and will continue to use until we discover even better materials in this very dynamic field. Your help in facilitating those discoveries will be greatly appreciated!

Assistive Technology

This section includes resources that could be used to share information about the use of assistive technology with young children.

Primary Resources

Assistive technology: A training manual for interdisciplinary teams

Debbie Reinhartsen, Editor

This curriculum captures effective instructional sequences for training about key aspects of assistive technology (i.e., technology and the law, literacy skills, funding, devices, assessment). Each content module provides essential instructional components, including learning objectives, a content overview, an instructional outline with overhead/handout cues, discussion questions and applications, and all related instructional materials. Each module is completely self-contained and designed to be presented alone, with other modules, or used for independent study. An added feature of this loose-leaf formatted curriculum is the inclusion of additional resources (articles, checklists, etc.) in the binder.

Date: 1996
Format: Print
Source: Debbie Reinhartsen
Clinical Center for the Study of Development and Learning
CB #7255, UNC Campus
Chapel Hill, NC 27599-7255
Phone—(919) 966-5171
Cost: $40.00

Tech it easy

Debbie Reinhartsen, Susan Attermeier, Rebecca Edmondson, & Patsy Pierce

This resource contains suggestions and materials for providing training about assistive technology in early intervention service delivery. All planning guidance, objectives, and strategies are designed to foster parent-professional collaboration in the selection and use of assistive technology and *light-tech* adaptations. Materials include an "Assistive Technology Comfort-Level Survey" to evaluate the attitudes and knowledge of participants on a pre- and post- basis, six self-contained modules on aspects on assistive technology, and three sections of references and resources.

Date: 1995
Format: Print
Source: Debbie Reinhartsen
Clinical Center for the Study of Development and Learning
CB #7255, UNC Campus
Chapel Hill, NC 27599-7255
Phone—(919) 966-5171
Cost: $25.00

Supplemental Resources

Baby power: A guide for families for using assistive technology with their infants and toddlers

Pierce, P. (Ed.). (1994). Raleigh, NC: NC Department of Human Resources, Division of Mental Health, Developmental Disabilities and Substance Abuse Services. This guide compiles suggestions and guidelines for using assistive technology to help families with different aspects of their baby's life. Each chapter includes basic information on "nuts and bolts", strategies to try, sample IFSP goals, things to consider as a child "transitions" into new programs, and helpful resources. Free. Call (919) 733-3654 for a copy.

Benefits and applications of computer technology for infants and toddlers

Macomb Projects. (1989). Macomb, IL: Author. This 21-minute videotape and accompanying 22-page manual depict children from birth to age three with disabilities using switches, computers, software and peripheral devices in learning activities. Great illustrations of applications of technology, especially for audiences new to this area. Cost: $30.00.

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Freedom of speech

West Virginia Documentary Consortium & Spectra Media, Inc. (1997). South Charleston, WV: Author. This is a 30-minute, closed captioned video about the capacity of technology to assist individuals with disabilities in achieving their potential. Using stories from two families, this tape delivers powerful messages about concerns, priorities, resources and aspirations from parent and consumer perspectives. Cost: $56.00 includes postage.

Welcome to my preschool! Communicating with technology

National Center to Improve Practice, Education Development Center, Inc. (1994). Newton, MA: Author. This 14-minute, closed-captioned tape visits an integrated preschool classroom where students with disabilities have full access to the curriculum through the use of high and low technology tools. In voice-overs, the teacher discusses specific challenges, the technologies that have been selected to address the challenges, and the benefits. Cost: $29.99.

Cultural Diversity

This section includes materials that could be used to facilitate the appreciation of individual differences in ourselves and the families we serve.

Primary Resources

Culturally responsive family-focused training (CRAFT)

Deborah Chen & Linda Brekken

These materials were developed as part of a 15-hour sequence of instruction designed to improve the quality of early intervention services provided to young children and their families from diverse cultures. A videotape and accompanying print materials address seven topics: stereotypes and the media; cultural diversity; family values; building relationships; communication; communication and language acquisition; and the NICU. Each topic area includes a video segment, a highlighted quote, key points, discussion questions, trainer notes, and handouts. Because of the organization of the materials, they lend themselves to use in preservice or inservice settings.

Date: 1996
Format: Video with accompanying print materials
Level of Impact: Awareness/Knowledge
Source: Paul H. Brookes Publishing Co
P O Box 10624
Baltimore, MD 21285-8539
Phone—(800) 638-3775
Cost: $74.95

Dealing with differences

Marion O'Malley & Tiffany Davis

This manual is designed for individuals who are interested in facilitating workshops, classes and training sessions on understanding diversity, promoting multicultural education and improving intergroup relations. Information is provided for trainers of varying skill levels, including introductory sections with tips on designing and facilitating training (novice) and conceptual frameworks for further exploration (advanced). The manual includes lots of ideas for organization of training, instructional approaches, dividing groups, providing feedback and planning next steps. Each activity includes goals, materials, procedures and trainers notes, along with reproducible overheads and handouts.

Date: 1994
Format: Print
Level of Impact: Awareness/Knowledge
Source: Center for Peace Education
118-A East Main Street
Carrboro, NC 27516
Phone—(919) 929-9821
Cost: $60.00

Developing cultural competence in early childhood assessment

Susan M. Moore & Janet Beatty

These training materials were developed to respond to questions regarding the best methods for incorporating values, cultural differences, and child-rearing practices into everyday usage when interacting with families from diverse linguistic and cultural backgrounds. It provides frameworks for examining, or teaching/training about skill in five aspects of early childhood assessment: gathering background information; working with interpreters and cultural mediators; adapting formal measures and utilizing informal measures; interpreting assessment information; and sharing information with families. Two unique tools (Cultural Competence Team Self-Reflection Tool & Personal Values Self-Reflection Tool) could be very useful in facilitating the movement of trainees from awareness to application of cultural knowledge.

Date: 1995
Format: Print
Level of Impact: Awareness/Knowledge/Attitude
Source: Susan M. Moore
Department of Communication Disorders and Speech Science
University of Colorado at Boulder
Box 499
Boulder, CO 80309
Phone—(303) 492-5284
Cost: Contact source

Diversity

Janet Gonzalez-Mena

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A series of four videotapes designed to help individuals working with young children and their families to integrate culturally responsive caregiving with developmentally appropriate practices and a set of thought-provoking discussion questions comprise this remarkable set of materials. The tapes (*Diversity, Independence and Individuality; Diversity: Contrasting Perspectives; Diversity and Communication; Diversity and Conflict Management*) display a multiethnic group of practitioners and family members struggling over differences that arise from culturally driven view on caring for children. Preservice instructors, inservice trainers, or individuals with staff development responsibilities could use these materials to uncover pre-conceived notions, provide exposure to other viewpoints within a non-judgmental manner, and offer approaches to conflict resolution, all in a safe context.

Date: 1996
Format: Video with accompanying print manual
Level of Impact: Awareness/Knowledge/Attitude
Source: Magna Systems
95 West County Line Road
Barrington, IL 60010
Phone—(800) 203-7060
Cost: $89.95 per video (includes manual); $295.00 for all 4 videos. 30-day free evaluation is available

Essential connections: Ten keys to culturally sensitive child care

Center for Child & Family Studies, Far West Laboratory

This 36-minute videotape does a sensitive, effective job of illustrating principles for creating culturally sensitive child care environments. It is accompanied by a "magazine" which offers additional text about the ten areas (Provide cultural consistency, Work toward representative staffing, etc.) discusssed. Each area could provide the basis for discussion and strategizing about program-specific applications. Part of the *Culture, families, and providers* module described on page 19.

Date: 1993
Format: Videotape with accompanying magazine. *Materials are also available in Chinese & Spanish.*
Level of Impact: Awareness/Knowledge
Source: Bureau of Publications
Sales Unit
California Department of Education
P.O. Box 271
Sacramento, CA 95802-0271
Phone—(916) 445-1260
Cost: $65.00 per packet (videotape and magazine)

Infusing cultural competence in early childhood programs

Nona Flynn, Eva Thorp, Kyppee Evans, & Cherie Takemoto, Editors

This publication, developed through a collaborative project between The Center for Human disAbilities at George Mason University and The Parent Educational Advocacy Training Center, includes a participant's notebook and trainer's manual for Multicultural Early Childhood Team Training, an inservice training model promoting parent/professional collaboration in early childhood settings. The materials have been used to prepare parents and professional teams to improve services to diverse families of young children with special needs. While targeting programs that serve families who represent multiple cultural and linguistic communities, there is a focus on cultural awareness, sensitivity, and competence. This compilation of eleven training modules includes objectives, teaching activities, and readings. The notebook is supported by a trainer's manual which provides easy to follow, step-by-step notes for instruction. The cross-cutting themes throughout are family centered practice, parent and professionals partnership, cultural competence, and systematic problem solving to promote program change.

Date: 1996
Format: Print
Level of Impact: Awareness/Knowledge
Source: Nulticultural Early Childhood Team Training
Attention: Anna Wickline, Publication Specialist
George Mason University
Center for Human disAbilities
4400 University Drive, (1F2)
Fairfax, VA 22030-4444
Phone—(704) 993-3670
Cost: These materials are currently available through the course/training. Additional copies will be made available at the end of the current cycle of funding. Contact source for further information.

Understanding family uniqueness through cultural diversity

Margarita Luera

The Project Tá-kos approach to training cultural sensitivity to diversity is based on each participant identifying their own unique culture beginning with their family of origin's culture. The materials are designed to be used as a four workshop sequence: "Self-awareness," "Cultural Exclusiveness," and "Consciousness Raising" are completed in the first workshop; "Heightened Awareness" in the second workshop; "Overemphasis" in the third workshop; and "Integration and Balance" in the fourth and final workshop. Each component builds on the previous component. The user's guide specifies that while someone facilitating a workshop with these materials does not need to be a cultural expert, they must be very familiar with the materials.

Date: 1994
Format: Print
Level of Impact: Awareness/Knowledge
Source: Project Tá-kos
Alta Mira Specialized Family Services, Inc.
P.O. Box 7040
Albuquerque, NM 87194-7040
Phone—(505) 842-9948
Cost: $85.00

Supplemental Resources

Barnga: A simulation game on cultural clashes

Thiagarajan, S. & Steinwachs, B. (1990). Yarmouth, ME: Intercultural Press. A card game designed to help participants experience the shock of realizing that in spite of many similarities, people from other cultures have differences in the way they do things. Run in a relatively short time, Barnga can facilitate discoveries and discussions about how to reconcile those differences in order to function in a cross-cultural relationship or group. Cost: $21.95.

A bibliography of selected resources on cultural diversity

Lindgren, J. (Ed.). (1991). Minneapolis, MN: PACER Center. This compilation identifies both print and organizational resources for further information. Cost: $6.00.

Building bridges with multicultural picture books for children 3–5

Beaty, J. J. (1997). Upper Saddle River, NJ: Prentice-Hall, Inc. This book offers strategies for acquainting teachers and children with multicultural book characters as a strategy for helping them to relate to and accept the real multicultural people they meet. This resource offers suggestions for choosing books, leading children into book extension activities featuring multicultural characters, and developing multicultural curricula. Cost: $30.00.

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Celebrating diversity: Aproaching families through their food

Eliades, D.C., & Suitor, C.W. (1998). (2ND ed.). Arlington, VA: Maternal and Child Health Clearinghouse. This monograph has lots of good information and good ideas for promoting the capacity of providers to communicate more effectively with a diverse clientele. "Strategies in action" describe challenging situations that could be used as vignettes in training. This resource may be freely copied. Cost: $10.00.

Cross-cultural dialogues: 74 brief encounters with cultural difference

Storti, C. (1994). Yarmouth, ME: Intercultural Press, Inc. This book is a collection of brief conversations (4–8 lines) between an American and someone from another country and culture. Each dialogue has buried within it examples or breaches of cultural norms that may occur in different settings; many would be suitable for use in training to explore cultural differences. Cost: $15.95.

Cultural competence in screening and assessment: Implications for services to young children with special needs ages birth through five

Anderson, M., & Goldberg, P. (1991, December). Minneapolis, MN: PACER Center. This paper examines issues related to the screening and evaluation of young children from various cultural and linguistic backgrounds. Cost: $4.00.

Cultural competence self-assessment questionnaire: A manual for users

J.L. Mason. (1995). Portland, OR: Portland State University, Research and Training Center on Family Support and Children's Mental Health. An instrument to assist child and family-serving programs and agencies to identify cross-cultural strengths and areas in which change may be needed. Practical considerations, such as creating a positive environment in which to identify areas for change and implications for training, are also addressed. Cost: $8.00.

Culture and the clinical encounter: An intercultural sensitizer for the health professions

Gropper, R.C. (1996). Yarmouth, MA: Intercultural Press, Inc. This monograph presents a series of critical incidents in which communication between a health professional and a patient or client breaks down due to a lack of knowledge about cutural differences. Four possible explanations are offered; information on best choices is presented in a separate section. The incidents could be used as part of preservice or inservice training, but would also be well-suited to self study. Cost: $23.95.

Culture, family, and providers

Center for Child and Family Studies, Far West Laboratory. (1995). Sacramento, CA: California Department of Education. This module is actually a set of integrated materials including two print resources *(Infant/toddler caregiving: A guide to creating partnerships with parents* and *Infant/toddler caregiving: A guide to culturally sensitive care*), two video resources (*Essential connections* and *Protective urges: Working with the feelings of parents and caregivers*), and a Trainer's Manual. Based on current theory and practice, these materials are clearly organized in lesson plans that can be covered in 45 minutes or more. Each lesson plan includes an overview, key concepts in culturally competent child care, materials, activity sheets, handouts, overheads, discussion questions, and options for further exploration. Cost: Print material—$12.50 plus sales tax. Videos—$65.00 plus sales tax. Trainer's manual—$20.00 plus sales tax.

Developing cross-cultural competence: A guide for working with young children and their families

Lynch, E.W., & Hanson, M.J. (1993). Baltimore, MD: Paul H. Brookes. This monograph has a variety of features, including guidelines for conducting a culturally sensitive home visit. Cost: $34.00.

Developing culturally competent programs for families of children with special needs

Roberts, R.N. (1990). Washington, DC: Georgetown University Child Development Center. This two-part set (monograph and workbook) is designed to help users move along a continuum toward providing services to families in a more culturally competent manner. The workbook contains activities designed to address issues of both policy and practice delineated in the monograph. Cost: $10.00 for both parts.

Diversity & developmentally appropriate practices

Mallory, B.L., & New, R.S. (Eds.). (1994). New York: Teachers College Press. The primary purpose of this edited volume is to provide a forum for the presentation of new challenges to the concepts and indicators of developmentally appropriate practices in early childhood. The dual focus on children representing cultural and developmental differences is carried out quite successfully throughout the volume. This thought-provoking volume makes an important contribution to the field. Cost: $18.95 (paperback).

Experiential activities for intercultural learning

Seelye, H.N. (1996). Yarmouth, ME: Intercultural Press. This book brings together a collection of 32 exercises and activities designed to augment the resources and expand the repertoire of trainers and educators. While some activities relate specifically to business interactions, many would be great for exploring cultural attitudes and biases. Cost: $20.95.

Forget the fish: Cultural aspects of nursing care for Navajos

Navajo Community College. (1995). Tuba City, AZ: Author. This 25-minute videotape details the cultural challenges of a young nurse from Maryland in trying to communicate with and provide health services to Navajos. Many of the faux pas she makes could be used to elicit conversation about cross-cultural communication, effective use of translators, and traditional/non-traditional approaches to health and healing. Cost: $71.95 includes postage and handling.

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¡Hola means hello! Resources & ideas for promoting diversity in early childhood settings

Fenson, C., Dennis, B., & Palsha, S. (1998). (2ND ed.). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center. Here's a resource that was designed to assist child care providers, teachers, and other personnel who provider services to young children and their families, in promoting diversity and fostering discussion of different beliefs, values and traditions. Sections include resources/materials for enhancing cultural awareness, a self-assessment checklist, booklists, and instructional resources. Cost: $5.00.

Infant/toddler caregiving: A guide to creating partnerships with parents

Center for Child and Family Studies, Far West Laboratory. (1990). Sacramento: California Dept. of Education. This caregivers' guide, designed to offer information on current theory, research and practice, could be used to support training about key aspects of effective child care environments. It starts with a vision statement for positive child, family and provider relationships, then progresses through nine sections that range from listening and responding to families' needs and considering the family in its culture to conducting business, any of which could be used to explore similar issues with a training audience. Part of the *Culture, family and providers* module described on page 19. Cost: $12.50.

An introduction to cultural competence principles and elements: An annotated bibliography

Multicultural Initiative Project. (1995). Portland, OR: Portland State University. Current and useful resources for addressing topics including cultural self-assessment, dynamics of difference, valuing diversity, adaption to diversity, and incorporation of cultural knowledge. Cost: $6.50.

It's in every one of us

The ARK Group. (1991, August). San Francisco, CA: Author. This videotape illustrates, through a sequence of spectacular superimposed photographs, the enormous diversity of humankind. A brief (4 minute) and visually-stimulating message that has worked well with a variety of training audiences. Cost: $33.95 includes shinpping.

Learning the way: A guide for the home visitor working with families on the Navajo reservation

Dufort, M., & Reed, L. (1995). Watertown, MA: Perkins School for the Blind. This monograph provides information and strategies that con be used to increase the effectiveness of home visits and intervention planning. Good ideas for teaching/training about intercultural communication. Cost: Free.

MCH program interchange: Focus on ethnocultural diversity in MCH programs

National Maternal and Child Health Clearinghouse. (1991). Washington, DC: ERIC Document Services. This compilation identifies materials and publications, from federal, state, and local maternal and child health agencies and projects related to ethnocultural diversity. Document #ED333710. Cost: $11.91.

Moving toward cultural competency: A self-assessment checklist

Taylor, T. (1992). Washington,DC: Georgetown Child Development Center. This is a self-administered list for personnel providing supports and services to use in considering the cultural competence of their programmatic settings. Cost: $2.00 includes postage.

Multi-cultural groups with disabilties: An annotated bibliography

Kuehn, M.L. (1992). Madison, WI: Waisman Center University Affiliated Program. This resource is broken down into African American, American Indian, Asian American, Hispanic American and Multi-cultural. Cost: $7.00 includes shipping & handling.

Multicultural education and resource guide for occupational therapy educators and practitioners

Wells, S.A. (1994). Rockville, MD: American Occupational Therapy Association. A combination of materials (checklists, vignettes, activities) for addressing addressing diversity at the awareness level. Cost: $20.00.

Our children, our hopes: Empowering African-American families of children with disabilities

PACER Center. (1993). Minneapolis, MN: Author. This 15-minute videotape features conversations among African-American parents about their experiences. It can be purchased for $35 from PACER, or rented for 3–4 weeks at a time for $10.00.

Our family, our child: Southeast Asian families and their children with disabilities

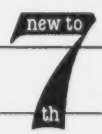
PACER Center. (1997). Minneapolis, MN: Author. This open-captioned videotape features Southeast Asian parents who have children with disabilities speaking about their experiences with special education. Family members share their perspectives on Southeast Asian family traditions and attitudes toward education, authority, and disabilities. Specific cultural issues, including communication styles and religious beliefs, are discussed. Cost: $35.00.

Serving culturally diverse families of infants and toddlers with disabilities

Anderson, P.P., & Fenichel, E.S. (1989). Washington, DC: ZERO TO THREE/National Center for Clinical Infant Programs. This publication has some good basic information and some state-specific resources to follow-up with. Cost: $4.00.

Strategies for working with culturally diverse communities and clients

Randall-David, E. (1989). Bethesda, MD: Association for the Care of Children's Health.This manual explains cultural influences on beliefs, values and actions. It includes exercises to explore your own cultural heritage, guidelines for working with culturally diverse populations, information on specific cultural groups, and guidelines for analyzing sociocultural factors in health. Activities have applications to both preservice and inservice audiences, but select them carefully as some tend to reinforce stereotypic beliefs rather than emphasizing individual differences.



Teaching/learning anti-racism: A developmental approach

Derman-Sparks, L., & Phillips, C. B. (1997). New York: Teachers College Press. Based on the authors' 20 years of experience teaching anti-racism to adults, this book provides both a conceptual framework and a "how to" guide for faculty who want to adapt anti-racism education for their programs. The book includes challenges, activities and teaching strategies, and analyses of students' growth, as illustrated by excerpts from journals that students were required to write as part of their course work with the authors. Cost: $16.95.

Using children's literature to learn about disabilities and illness

Blaska, J.K. (1996). Moorhead, MN: Practical Press. Developed for practitioners who work with young children, with or without disabilities, this book is designed to promote awareness of diversity of ability. Contents include reviews of 130 children's books, published since 1980, that include a character with an illness or disability. Cost: $19.95.

Early Care & Development

This section includes materials to promote optimum early development, including the design, implementation, and evaluation of quality child care environments that lend themselves to effective inclusion.

Primary Resources

Anti-bias curriculum: Tools for empowering young children

Louise Derman-Sparks and the A.B.C. Task Force

This book provides a comfortable framework for programs to use in creating an anti-bias environment for young children, including a self-education guide for introducing the curriculum into an existing program. Chapters deal with a variety of issues in the area of inclusion, including racial differences and similarities, cultural differences and similarities, learning about disabilities, learning about gender identify, learning to resist stereotyping and discriminatory behavior, and activitism. Developmental tasks and guidelines, worksheets, activities and resources are provided.

Date: 1989
Format: Print
Level of Impact: Awareness/Knowledge
Source: National Association for the Education of Young Children
1834 Connecticut Avenue, NW
Washington, DC 20009-5786
Phone—(800) 424-2460 or (202) 328-8777 FAX—(202) 328-1846
Cost: $7.00 plus postage & handling

A core curriculum & training program to prepare paraeducators to work in center and home-based programs for young children with disabilities from birth to age five

Anna Lou Pickett, Barbara Semrau, Karen Faison, & John Formanek

This competency based instructional program is designed to build on the life and work experiences that particpants bring to the training. The format for the instructional modules includes objectives, equipment and resources needed, suggested training activities, background information, handouts, and transparencies. The competencies, content, and format of the materials were field tested nationwide in sites that included community colleges, local school districts, and other educational delivery systems.

Date: 1993
Format: Print
Level of Impact: Knowledge/Application
Source: National Resource Center for Paraprofessionals
National Center for Advanced Study in Education
City University of New York
CASE/CUNY, Room 620N
25 West 43RD Street
New York, NY 10036
Phone—(212) 642-2948 FAX—(212) 719-2488
Cost: $25.00

Developmental continuity training modules

Region IV Education Service Center

This set of ten training modules and accompanying videotape were developed to build the capacity to implement developmentally appropriate inclusive educational programs for young children (preschool through third grade). Module topics are varied (Developmental Continuity: Foundation for Inclusion, Learning Environments, Observation and Anecdotal Records, Planning Small Group Experiences, Developing Family Partnerships), and each includes objectives, activities, training procedures, materials, transparencies and handouts. Each module was designed around the 4MAT cycle (learning for personal meaning or "why," for content or "what," for practice or "how," and for application or for "what if/what next." This is an approach to learning that uses all four learning styles/needs to maximize learner comfort while being stretched to develop other learning abilities.

Date:	1997
Format:	3 print volumes (10 modules) with accompanying video
Level of Impact:	Awareness/Knowledge/Application
Source:	Region IV Education Service Center Developmental Continuity Grant Project 7145 West Tidwell Houston, TX 77092-2096 (713) 462-7708 Fax (713) 744-6514
Cost:	$75.00 for all three volumes and videotape

Early Childhood Environment Rating Scale (ECERS-R)

Thelma Harms, Dick Clifford & Debby Cryer

new to 7th

This easy-to-use program quality assessment instrument has been revised and expanded to include new interaction items, expanded curriculum materials, more inclusive and culturally sensitive indicators, and more items focusing on staff needs. It looks at quality in terms of categories that include personal care routines, furnishings and display, fine and gross motor activities, language and reasoning, creative activities, social development, and adult needs. Designed for use by classroom teachers, adminstrators, board members, trainers, state licensing staff and family members as an evaluation tool for all day care settings. Could easily be used as an instrument for team-based decision making.

Date: 1990
Format: Print (rating scale, video guide and instructor's workbook) with accompanying videotape
Level of Impact: Awareness/Knowledge
Source: Teachers College Press
P.O. Box 2032
Colchester, VT 05499
Phone—(800) 488-2665 FAX (802) 878-1102
Cost: Scale (1998) ..... $10.95 Extra sheets $7.95
Videotape ..... $59.00 VideoGuide $4.00
(currently under revision)

Family Day Care Rating Scale (FDCRS)

Thelma Harms & Dick Clifford

These materials are resources for evaluating family day care settings. FDCRS consists of 32 items organized under six major headings: Space and furnishings for care and learning; Basic care; Language and reasoning; Learning activities; Social devlepment; and Adult needs. Items are included for rating a day care home's provisions for children with special needs. Could easily be used as a self-assessment tool for family day care providers, a quality measure for state and private monitoring agencies, an instrument for team-based decision making or a guide for concerned parents.

Date: 1989
Format: Print (rating scale, video guide & instructor's workbook) with accompanying videotape
Level of Impact: Awareness/Knowledge
Source: Teachers College Press
P.O. Box 2032
Colchester, VT 05499
Phone—(800) 488-2665 FAX (802) 878-1102
Cost: Scale ..... $8.95 Extra sheets $7.95
Videotape (1993) ..... $59.00 VideoGuide $4.00

Infant/Toddler Environment Rating Scale (ITERS)

Thelma Harms, Debbie Cryer & Dick Clifford

These materials are specifically designed to evaluate the group care of children up to 30 months of age. The 35 items on the scale are divided into 7 categories: Furnishings and display for children; Personal care routines; Listening and talking; Learning activities; Interaction; Program structure; and Adult interaction. Full instructions and illustrations are provided, along with discussion of reliability and validity. Could easily be used as a self-assessment tool for family day care providers, an instrument for team-based decision making or a guide for concerned parents.

Date: 1990
Format: Print (rating scale, video guide & instructor's workbook) with accompanying videotape
Level of Impact: Awareness/Knowledge
Source: Teachers College Press
P.O. Box 2032
Colchester, VT 05499
Phone—(800) 488-2665 FAX (802) 878-1102
Cost: Scale ..... $8.95 Extra sheets $7.95
Videotape (1991) ..... $59.00 VideoGuide $4.00

Preschool and child care modules

University of Arkansas—University Affiliated Program

This compilation of four modules (Keeping young children healthy, Developmentally appropriate practice for young children, Play and young children, Integration of young children with disabilities) includes coordinated objectives, handouts and transparencies. Each module prescribes an easy-to-follow sequence that explains exactly where and when to show each transparency, along with appropriate comments. These materials are very user friendly and are geared for audiences of diverse needs (professionals, paraprofessionals, parents).

Date: 1991
Format: Print
Source: Cathy Liles
University of Arkansas—University Affiliated Program
1120 Marshall, Suite 306
Little Rock, AR 72202
Phone—(501) 320-3760 or 1-800-274-5437 ext. 3760
Cost: $310.00

Raising America's children

Debbie Cryer & Thelma Harms

This ten-part series on child rearing provides child development information for parents and all professionals, including family child care providers, child care center staff, and preschool and kindergarden teachers. The tapes illustrate practical ways to improve the quality of life for children between birth and age six to ensure their emotional, physical, and intellectual well-being. The study guide offers self or discussion questions and follow-up activities and readings. Of most relevance to programs serving young children with disabilities are the sections on Meeting special needs, Listening and talking, and A sense of self.

Date: 1991
Format: Ten 30-minute videotapes & a printed study guide
Level of Impact: Awareness/Knowledge
Source: Delmar Publishers, Inc.
Attention: Customer Services
2 Computer Drive West
Albany, NY 12212
Phone—(800) 347-7707
Cost: Single video cassette ..... $85.00 Set of ten video cassettes ... $749.00
Instructor's Guide ..... $8.00 Study Guide $14.95

Supplemental Resources

Active learning for children with disabilities

Bailey, P., Cryer, D., Harms, T., Osborne, S., & Kniest, B.A. (1996). Menlo Park, CA: Addison-Wesley Publishing Co. This manual was designed to complement the other volumes in the Active Learning series (see *Active Learning for Infants* and *Active Learning for Fives* in this section). It provides suggestions and resources, targeted to care providers and family members, for helping young children with disabilities learn through play. Learning situations posed throughout the book could be adapted as training activities. Cost: $22.80 plus shipping.

Active learning for fives

Cryer, D., Harms, T., & Ray, A.R. (1996). Menlo Park, CA: Addison-Wesley Publishing Co. This book consists of a planning guide and four activity sections (activities for listening and talking, activities for physical development, creative activities, and activities for learning from the world around them). Lots of ideas for children whose abilities are between 60 and 72 months are included, along with strategies for learning design, implementation, and follow-up. A great basic resource. Cost: $25.01 plus shipping.

An activity-based approach to early intervention

Bricker, D., & Cripe, J.J.W. (1992). Baltimore, MD: Paul Brookes. This book shows how to use daily activities to teach infants and young children of all abilities. Chapters focus heavily on considerations for teaching/training and implementation, helpful descriptions, sample activities, and practical methods for monitoring progress. Cost: $27.00.

Activity-based intervention

Bricker, D., Veltman, P., & Munkres, A. (1995). Baltimore, MD: Paul Brookes. This practical video illustrates how activity-based intervention can be used to turn everyday events and natural interactions into opportunities to promote learning in young children of all abilities. Visual examples, suitable for preservice or inservice use, introduce ways to use daily activities to maximize growth and development. Cost: $39.00.

Active learning for infants

Cryer, D., Harms, T., & Bourland, B. (1987). Menlo Park, CA: Addison-Wesley Publishing Company. This book is a compilation of ideas and activities for children with abilities up to 12 months of age. It's four sections (planning, activities for listening and talking, activities for physical development, creative activities) could be used to compliment training around issues of child care and inclusion. Cost: $25.02 plus shipping.

All kids count: Child care and the Americans with Disabilities Act (ADA)

Doggett, L., & George, J. (1993). Arlington, TX: The Arc. This book was developed as a guide to inform the child care industry about the law and to familiarize child care providers with the importance and value of including all children in regular child care settings. Vignettes about different children are offered, which could easily be used in training. Cost: $12.50 includes shipping & handling.

Developmentally appropriate practice in early childhood programs serving children from birth through age 8

Bredekamp, S., & Copple, C. (Ed.). (1997). Washington, DC: National Association for the Education of Young Children. This book, intended for use by teachers, administrators, parents, policymakers, and others involved with programs serving young children provides well-grounded information that can serve multiple uses in training, program design, and program evaluation. Cost $10.00. Request item #234.

Family-guided activity-based intervention for infants & toddlers

Cripe, J.J.W. (1995). Baltimore, MD: Paul Brookes. This 20-minute videotape illustrates strategies through which parents and other caregivers can take advantage of natural learning opportunities. The narration and examples are very clear and provide supplemental materials for training audiences that include family members, professionals, and paraprofessionals. Cost: $37.00.

Financing family-centered infant child care

Pizzo, P.D. (1992). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs. This paper concentrates on existing sources of funds and ways to combine or "piece" them together. Cost: $7.50 includes shipping & handling.

The first years last forever

I Am Your Child/Early Childhood Public Engagement Campaign. (1997). New York: Author. The new research in brain development tells us of the vital importance of the relationship between caregiver and child in the critical first years of life. This 30-minute videotape describes opportunities for helping children to reach their full potential through attention to bonding and attachment, communication, health and nutrition, discipline, self-esteem, child care and self-awareness. Also available in Spanish (*Los primeros años marcan para siempre*). Cost: Free by calling David Hlavak (pronounced love-awk). You may need to fax a memo about how you are going to use the tape. Be patient, but persistent as they're filling lots of orders.

Getting in tune: Creating nurturing relationships with infants

California Department of Education. (1990). Sacramento, CA: Author. This 24-minute videotape highlights differences among infants and toddlers within a child care setting. Instructional areas that could be explored using this videotape include differences in child development and temperament, learning about the children's families and their cultures, developing self-awareness, and mastering the responsive process of watch, ask, and adapt. Part of the *Social-emotional growth and socialization* module described on page 14. *Available in Spanish and Chinese.* Cost: $65.00.

Giving our children the best: Recommended practices in early childhood special education

Teaching Research Division, Western Oregon State College. (1996). Monmouth, OR: Author. This 18-minute videotape is a useful resource for personnel working in early education programs. Mentions and describes research and values bases for developmentally appropriate practice and other quality features of early childhood programs, including family-centeredness, integration of related services, and transition planning. Good footage of assessments and other interactions in natural settings, and footage of and advocacy for a consultative model for the delivery of related services. Students in any discipline serving young children could benefit from this videotape. Cost: $40.00.

Group care

Center for Child and Family Studies, Far West Laboratory. (1995). Sacramento, CA: California Department of Education. This module is actually a set of integrated materials including two print resources (*Infant/toddler caregiving: A guide to routines* and *Infant/toddler caregiving: A guide to setting up environments*), four videos (*It's not just routine, Respectfully yours, Space to grow, Together in care*), and a Trainer's Manual. Based on current theory and practice, these materials are clearly organized in lesson plans that can be covered in 45 minutes or more. Each lesson plan includes an overview, key concepts in culturally competent child care, materials, activity sheets, handouts, overheads, discussion questions, and options for further exploration. Cost: Print material: $12.50 plus sales tax. Videos:

\$65.00 plus sales tax. Trainer's manual: \$20.00 plus sales tax.

Guide to training materials for home visitors

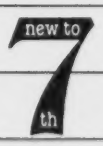
Wasik, B.H., Thompson, E.A., Sheaffer, L., & Herrmann, S. (1997). Chapel Hill: University of North Carolina, School of Education, Center for Home Visiting. The resources in these two companion volumes (written training materials and video training materials) were reviewed and compiled by the University of North Carolina's Center for Home Visiting. In addition to basic ordering information and a capsule description, each annotated entry contains information about the content, presentation/ organization, and quality. Cost: \$15–20 plus shipping & handling.

Hear to listen & learn:
A language approach for children with ear infections

Medley, L.P., Roberts, J.E., & Zeisel, S.A. (1995). Baltimore, MD: Paul H. Brookes Publishing Co., Inc. This 20-minute videotape shows how to recognize the behavioral signs that children with ear infections often exhibit and offers strategies for fostering children's language learning. Ear infections are so common with young children that this tape describing classroom modifications and intervention practices that promote learning and language could be a valuable training resource. Cost: \$38.00.

How am I doing? A self-assessment for child caregivers

Carney, I. (1993). Norge, VA: Child Development Resources, Inc. This thorough yet easy to use instrument provides a systematic way of looking at specific skills that may be needed during the normal routine of a caregivers day. Designed to help caregivers see that many of the skills needed for working with children with disabilities are the very same skills they use to provide developmentally appropriate child care for all children, the instrument can be used to help plan appropriate activities for skill development. Cost: \$15.00.



NCCIC Internet guide:
How to access child care information on the Internet

National Child Care Information Center. (1997). Vienna, VA: Author. This guide was developed to broaden communication with and among members of the child care community. The focus is on information and resources that are available on the World Wide Web. An introductory section provides guidance on Internet features, including searching, e-mail, LISTSERVs, and gopher sites. The publication is updated regularly and may be copied from the web at no charge. Imagine the ways you could use such a resource to structure assignments for students on locating and securing resources for families? Cost: FREE on the Internet at http://nccic.org.

It's not just routine:
Feeding, diapering, and napping infants and toddlers

California Department of Education. (1990). Sacramento, CA: Author. Caregiving routines are presented fromt he infants perspective in this 24-minute videotape. Lots of good teaching examples of how such routines are opportunities for individualized, responsive caregiving that can facilitate each child's development. Part of the *Group care* module described on page 9. *Available in Spanish and Chinese.* Cost: \$65.00.

Learning and development

Center for Child and Family Studies, Far West Laboratory. (1995). Sacramento, CA: California Department of Education. This module is actually a set of integrated materials including one print resource (*Infant/ toddler caregiving: A guide to cognitive development and learning* and *Infant/Toddler caregiving: A guide to language development and communication*), four videos (*The ages of infancy, Discoveries of infancy, Early messages, and Together in care*), and a Trainer's Manual. Based on current theory and practice, these materials are clearly organized in lesson plans that can be covered in 45 minutes or more. Each lesson plan includes an overview, key concepts in culturally competent child care, materials, activity sheets, handouts, overheads, discussion questions, and options for further exploration. Cost: Print material: $12.50 plus sales tax. Videos: $65.00 plus sales tax. Trainer's manual: $20.00 plus sales tax.

Let's prevent abuse: A prevention handbook for early childhood professionals and families with young children with special emphasis on the needs of children with disabilities

PACER Center. (1990). Minneapolis, MN: Author. The materials included in this publication could be used to talk with children, families, and personnel about abuse (how to recognize it, how to talk about it, how to report it, how to prevent it). Sections describing additional materials, from coloring books to video-tapes, are included. Cost: $10.00.

Looking in, looking out: Redefining child care and early education in a diverse society

Chang, H.N., Muckelroy, A., & Pulido-Tobiassen, D. (1996). San Francisco: California Tomorrow Publication. This thought-provoking monograph delineates five key principles (e.g., work in partnership with parents to respond to isses of race, language and culture) for providing quality child care in our diverse society. A chapter is devoted to each principle, and includes a discussion of the importance, and strategies and challenges for implementation. Cost: $27.00.

The management of home-based programs for infant, toddler and preschool handicapped children

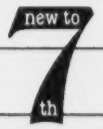
Watkins, S. (Ed.). (1989). Logan, UR: SKI•HI Institute. This is a handbook on the administration and supervision of home-based programs for young children with disabilities and their families. Cost: $41.00.

Pathways to teaching: A guide for beginning early childhood teachers

Peacock, L., & Johnson, W. (1996). Dubuque, IA: Kendall/Hunt Publishing Company. This resources is designed to provide beginning teachers with information and experiences that develop teaching skills and build confidence. Activities and worksheets promote active learning about early childhood environments and programs for students in child development and early childhood education. Could also be used for inservice training of paraprofessionals or early childhood teachers. Cost: $30.95.

Promoting change in state policy decisionmaking on quality infant/toddler child care and Head Start services: Study of a technical assistance forum

Griffin, A., & Fiene, R. (1991). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs. Includes ideas for increasing opportunities for child care personnel to participate in training. Cost: $6.50.



Rethinking the brain: New insights in to early development

Rima Shore (1997). New York: Families and Work Institute. Researchers and practitioners from fields as diverse as neurobiology, education and human services are developing new insights into early childhood development, especially that of the brain. This report, based on proceedings from a groundbreaking conference on the topic in 1996, summarizes this growing body of information and explores its profound implications for future early childhood research, policy, and practice. Supplemental pages describe strategies for sharing this content with diverse audiences. Cost: $25.00.

School-Age Care Environment Rating Scale (SACERS)

Harms, T., Jacobs, E.V., & White, D.R. (1996). Williston, VT: Teacher's College Press. Based on research evidence, professional criteria, and common knowledge, this scale provides an easy to use resource for defining high-quality care and assessing levels of quality in child care programs. Seven categories, including considerations for children with special needs, are covered. The SACERS could easily be used as a training tool, in conjunction with self-assessment, program improvement, or quality monitoring. Cost: $8.95.

SMALLTALK: Creating conversations with young children

Goldman, B. D., Roberts, J. E., & Nychka, H. B. (1991). Chicago,IL: Riverside Publishing Company. This series of six videotapes illustrates how daycare providers, preschool teachers, and other early childhood specialists can help infants and young children, including those with special needs, develop the skills necessary to interact and communicate successfully. Cost: $182.85 (complete series with 6 videotaples and brochures in a box).

Social-emotional growth and socialization

Center for Child and Family Studies, Far West Laboratory. (1995). Sacramento, CA: California Department of Education. This module is actually a set of integrated materials including a print resource (*Infant/toddler caregiving: A guide to social-emotional growth and socialization*), three videos (*First moves, Flexible, fearful, or feisty,* and *Getting in tune*), and a Trainer's Manual. Based on current theory and practice, these materials are clearly organized in lesson plans that can be covered in 45 minutes or more. Each lesson plan includes an overview, key concepts in culturally competent child care, materials, activity sheets, handouts, overheads, discussion questions, and options for further exploration. Cost: Print material: $12.50 plus sales tax. Videos: $65.00 plus sales tax. Trainer's manual: $20.00 plus sales tax.

Evaluation/Assessment

This section includes resources for training others in gathering and sharing child and family information.

Primary Resources

Evaluation and assessment of infants and toddlers: Creating family-centered, developmentally appropriate evaluations

Mimi A. Graham

These materials are designed to convey to individuals involved in the screening, evaluation, and/or assessment of infants and toddlers information for creating family-centered, developmentally appropriate, multidisciplinary evaluation systems at the community level. The *Instructor's Guidebook* is thorough and well-organized, offering sections on "Preparation for Training," "Competencies and Best Practices," "Creating Family-centered Evaluations," "Options for Assisting Families," "Multicultural Competencies," "Enhancing Teamwork," "Review of Instruments," "Alternative Evaluation/Assessment Processes," "Integration of Competencies," "Best Practices and Teamwork," and "Implementing Change." Pre- and post-tests for participants are provided, along with forms for evaluating the training. Overheads are provided, and forms for participants are included in each *Participant's Manual*.

Date: 1993
Format: Print
Level of Impact: Awareness/Knowledge
Source: Center for Prevention and Early Intervention Policy Studies
1118B Thomasville Road
Tallahassee, FL 32303
Phone—(904) 644-6166
Cost: $25.00 Instructor's Guidebook
$ 2.00 Participant's Handbook

First years together: Involving parents in infant assessment

Project Enlightenment

This 19-minute videotape accomplishes several purposes. It provides parent perspectives on what they like and do not like about assessment procedures. It demonstrates professionals collaborating with parents in formal and informal assessment situations. It also demonstrates using assessment as an opportunity to plan interventions and support parent strengths and accomplishments.

Date: 1989
Format: Videotape
Level of Impact: Awareness/Knowledge
Source: Project Enlightenment
Publications
501 S. Boylan Avenue
Raleigh, NC 27603
Phone—(919) 856-7774
Cost: $35.00 plus 15% shipping & handling

Joining forces: Early childhood team assessment

Gina Guarneri, Ann Carr, & Linda Brekken

These training materials are designed to assist early education programs in efforts to develop and implement a transdisciplinary team assessment model. The videotape (19-1/2 minutes) provides examples of transdisciplinary team assessment models which would be illustrative for preservice or inservice audiences, followed by discussion about how the examples might be even better. The discussion guide delineates key points and activities, and provides handouts.

Date: 1989
Format: Videotape with print discussion guide
Level of Impact: Awareness/Knowledge
Source: Resources in Special Education
650 Howe Avenue, Suite 300
Sacramento, CA 95825
Phone—(916) 641-5925
Cost: $30.00

Transdisciplinary arena assessment process: A resource for teams

Child Development Resources, Inc.

This 43-minute color videotape demonstrates a six-step family-centered transdisciplinary approach to arena assessment and IFSP development. The accompanying viewing guide provides an overview of the transdisciplinary approach, a summary of the six steps of the process as applied by CDR, as well as supporting activities and supplemental materials.

Date:	1992
Format:	Videotape with print viewing guide
Level of Impact:	Awareness/Knowledge
Source:	Child Development Resources Training Center P.O. Box 280 Norge, VA 23090-0299 Phone—(757) 566-3300 Fax—(757) 566-8977
Cost:	$149.95 (videotape and viewing guide)

Supplemental Resources

Breaking the news

Institute for Families of Blind Children. (1990). Los Angeles: Author. This 15-minute videotape was developed for physicians but has application to interdisciplinary training audiences. It handles the content of sharing difficult diagnostic information sensitively and is a treasure at $10.00.

Child observation techniques

Drake, A., & Kubetz, D. (1994). Glen Ellyn, IL: Office of Instructional Design, College of DuPage. This 27-minute videotape offers visual samples, guided practice, and feedback leading to the development of basic skills for observation. The examples that are provided for both toddlers and infants are not discipline-specific, and would be suitable for training of interdisciplinary paraprofessional and professional audiences. Cost: $79.95.

Communication with preverbal infants and young children

University of Colorado Health Sciences Center. School of Nursing. (1990). Lawrence, KS: Learner Managed Designs, Inc. This set of materials includes a videotape, index of test items (for pre- and post-test), master copy of test items for reproduction, answer key and user's manual. Cost: $198.00 (videotape, manual, test packet).

First years together: A curriculum for use in interventions with high risk infants and their families

Hornak, R.T., & Carothers, L.H. (1989). Raleigh, NC: Project Enlightenment. Designed to provide sensitive opportunities to acquaint parents with their infant's characteristics through formal and informal assessments, this compilation provides lots of good information about infant/toddler development and praise/encouragement for families. Cost: $20.00.

Improving the post-assessment process: Families and teams together

Moore, S., Ferguson, A., & Eiserman, W. (1995). Boulder, CO: Department of Communication Disorders and Speech Science, University of Colorado at Boulder. This videotape integrates comments from family members and professionals as support for developing family-centered approaches to post-assessment information sharing and service planning. The tape is well-organized and useful for integrating with other training, activities. Cost: Contact Ardith Ferguson at (303) 492-3038. Cost: $10.00 plus postage.

Increasing family participation in the assessment of children birth to five

Crais, E.R. (1994). Chicago, IL: Applied Symbolix. These materials (workbook and six audiotapes) share information and strategies related to facilitating active participation by all caregivers in planning, conducting, analyzing, reporting, and interpreting assessment activities and results. They provide an overview of the main issues within each of six sections, detailed handouts within the manual with examples or references, and audio examples. Designed for self-study, the examples could be easily be adapted for use in preservice or inservice training. Cost: $59.00.

Individualized Routine-based Assessment Process (IRAP) for preschool children with developmental delays

Aveno, A., Stewart, A., Landon, T., & Voorhees, M. (1994). Charlottesville, VA: Department of Special Education, University of Virginia. The IRAP procedures and materials were developed to assist parents and professionals in adapting existing curricular materials and IEP development practices to meet the needs of preschool children with more severe delays. The IRAP materials (directions manual. goals and objectives packet, family routines packet, kindergarten objectives packet) can be used to support a team process for developing IEPs that enables children to participate as successfully as possible in family, school, and community settings. They include useful examples for training administrators, providers, and family members about a style of assessment that is both developmentally appropriate and functionally oriented. Cost: $38.00.

Infant motor development: A look at the phases

Goudy, K., & Winger, J. (1988). Tuscon, AZ: Therapy Skill Builders. This set of materials includes a videotape, instructor's booklet and a pre-/post-test format. Cost: $69.00 plus shipping & handling.

Informed clinical opinion

Biro, P., Daulton, D., & Szanton, E. (1991, December). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS, *NECTAS Notes, Number 4.* This document does a nice job of clearly describing what informed clinical opinion means in the context of Part H and how it affects the determination of eligibility. Cost: $2.00.

New visions for the developmental assessment of infants and young children

Meisels, S.J., & Fenichel, E. (Eds.). (1996). Washington, DC: ZERO TO THREE/National Center for Clinical Infant Programs. A clear and current rethinking of the key issues from five perspectives that include family perspectives, cultural considerations, information gathering strategies, and policy considerations. Cost: $35.00.

Non-biased assessment of the African-American child

Wyatt, T. (1995). San Diego, CA: Singular Publishing Group. This 62-minute videotape synthesizes current research, nonbiased assessment approaches, and clinical considerations specific to the language development of African-American children. Factual information covered includes differences in learning and communication styles,and differences between children from urban and rural settings. While some child language samples are provided, the majority of the film is in a lecture format, so skilled trainers may want to alternate didactic videotape segments with complimentary, interactive learning activities Cost: $59.90.

Screening and assessment: Guidelines for identifying young disabled and developmentally vulnerable children and their families

Meisels, S.J., & Provence, S. (1988). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs. This document focuses on the rationale, core components, and guidelines for establishing a system for screening and assessing young children with disabilities. Cost: $8.00.

Transdisciplinary play-based assessment

Linder, T.W. (1993). Baltimore, MD: Paul H. Brookes Publishing Co. This monograph, companion to *Transdisciplinary Play-Based Intervention*, offers creative strategies for gathering information about young children (0–6) using natural play interactions. The book contains observation guidelines and worksheets for identifying a child's strengths, needs and areas of concern in cognitive, socio-emotional, communication-language and sensorimotor domains. Cost: $39.00.

Family-Professional Collaboration

This section lists materials for assisting individuals and programs in movement toward family-centered practices and effective collaboration.

Primary Resources

Brass tacks: Part I—Program policies and practices Part II—Individual interactions with families

P.J. McWilliam & Pamela Winton

Instruments designed to assist groups (interdisciplinary professionals, family members, administrators) or individual professionals who have regular contact with families. The instruments help to determine the extent to which their interactions, practices, and policies are family-centered and to identify specific areas for change. Using a facilitated self-rating process, the instruments can be used to facilitate examination of early intervention practices in four key areas: "First Encounters with Families," "Identifying Goals for Intervention (Child and family assessment)," " Intervention Planning for Children and Families," and "Day-to-day Service Provision." Structures and strategies are also provided for prioritizing and tracking program or individual movement toward more family-centered practices. Companion instruments for obtaining families' reactions (*The Family Report* and *The Family Report-NICU* are available, as well as a *Brass Tacks-NICU* version.

Date:	1992
Format:	Print
Level of Impact:	Awareness/Knowledge
Source:	FPG Child Development Center Publications & Dissemination Office CB #8185, The University of North Carolina Chapel Hill, NC 27599 Phone—(919) 966-0857 FAX—(919) 966-0862
Cost:	$10.00

Building home-school partnerships with America's changing families

Linda Abrams Braun & Susan McAllister Swap

This instructional kit is organized around 13 case studies based on real life situations which tell about difficult home-school conflicts from the point of the protagonists. While all children in the cases have special needs, the ages range from preschool to high school. Issues around values and cultural diversity are also prominently featured. Abstracts, discussion guides and structured exercises are provided for each case, along with handouts and other supporting material.

Date: 1987
Format: Print with accompanying audiotape and slides
Level of Impact: Awareness/Knowledge
Source: Wheelock College
Riverway Faculty Offices, 45 Pilgrim Road
Boston, MA 02215-4176
Phone—(617) 734-5200
Cost: Request from source

Building parent/professional collaboration: Facilitator's guide

Project Copernicus

This training program is one in a series (Train the Trainer Series in Family-Centered Service Delivery) designed to address key issues in family-centered care. This particular resource is designed for sessio ns in which both parents and professionals are participating. The overall format is specific and detailed in outlining the "how to's" and offers all materials necessary for each of nine activities (defining collaboration, building mutual trust and respect, clarifying roles and expectations, communicating, problem solving and conflict resolution strategies, and specific steps to strengthen relationships between parents and professionals. A structured, step-by-step guide provides facilitators with the purpose, time required, learning strategies, and specific materials needed for each activity, but allows for individualized applications of the materials.

Date: 1992
Format: Print
Level of Impact: Awareness/Knowledge
Source: Pathfinder Resources, Inc.
2324 University Avenue West, #103
St. Paul, MS 55114
Phone—(612) 647-6905 FAX—(612) 647-6908
Cost: $12.00

Caring for children and families: Guidelines for hospitals

Beverley H. Johnson, Elizabeth Seale Jeppson, & Lisa Redburn

This publication was designed to support hospitals in their understanding and application of family-centered practices. It discusses the process of change in hospitals from physician-driven to family-centered care and provides materials to help hospitals and medical personnel identify values and resources; evaluate strengths, needs and priorities; develop a systematic plan for change; and, collaborate and network to achieve goals. Each chapter includes a set of resources that can be reproduced and used in training designed to initiate, support and evaluate family-centered practice. Specific examples of hospitals that have implemented family-centered practices are provided.

Date: 1992
Format: Print
Level of Impact: Awareness/Knowledge
Source: Association for the Care of Children's Health (ACCH)
7910 Woodmont Avenue, Suite 300
Bethesda, MD 20814-3015
Phone—(301) 654-1205 FAX—(301) 986-4553
Cost: $125.00 plus shipping & handling

Delivering family-centered, home-based services

Larry Edelman

This videotape includes five vignettes, developed to be shown one at a time, followed by discussions and activities that are included in the facilitator's guide. Each illustrates what happens when service providers fail to practice family-centered principles. Roles are played by actual families and service providers, and stories are based on real-life situations. Each vignette illustrates a different theme and is organized in a manner that allows trainers to show a vignette, pause for discussion, show the "actors" reflecting on their interaction, and pause for additional discussion. Background on family-centered principles, objectives, and ideas for additional activities are also included. For many audiences they offer an opportunity to show an interaction, then invite a discussion of how the interaction might have occurred in a more family-friendly manner.

Date: 1991
Format: Videotape with facilitator's guide
Level of Impact: Awareness/Knowledge
Source: Kennedy Krieger Instiute
Community Resources Dept., Attn: Kathy Perry
2911 Biddle Street
Baltimore, MD: 21213
FAX—(410) 550-9729
Cost: $98.00 plus shipping & handling.

Empowerment skills for family workers

Christiana Dean, Betsy Crane, Jean Anne Dull, & Bud Lawrence

A set of three related monographs form this comprehensive curriculum from the New York State Family Development Training and Credentialing Program. Chapters address competencies in areas that include building mutually respectful relationships with families, communication, cultural competence, home visiting, and collaboration. The *Trainer's Manual* includes enough activities, discussion questions, transparencies, and handouts for over 100 hours of interactive training sessions. The *Field Advisor's Manual* includes portfolio forms and other materials that can be used to support and supervise practica. The *Worker Handbook* provides resources, questions, and activities for extending individual learning. These are materials that could easily be used in preservice or inservice settings to develop skills and competencies necessary for effective family-professional collaboration.

Date:	1997	
Format:	Print, 3-hole punched	
Level of Impact:	Awareness/Knowledge/Application	
Source:	Cornell Resource Center	
	7 Business and Technology Park	
	Ithaca, NY 14850	
	Phone—(607) 255-2080	FAX—(607) 255-9946
	Email: Dist_Center@ccc.cornell.edu	
Cost:	Trainers Manual	$32.00
	Field Advisor's Manual	$10.00
	Worker Handbook	$32.00

Essential interviewing, a programmed approach to effective communication

David Evans, Margaret Hearn, Mac Uhlemann, & Allen E. Ivey

This programmed text defines and demonstrates how to use a group of core communication skills essential to interview anyone.

Date: 1993 (4th edition)
Format: Print
Level of Impact: Awareness/Knowledge
Source: For multiple copies: Wadsworth, Inc.
7625 Empire Drive
Florence, KY 41642
Phone—(606) 525-2230

For single copies: Van Nostrand/Reinholt
Phone—(800) 842-3636
Cost: $27.00 plus 6% shipping & handling

Families, professionals and exceptionality: A special partnership

Ann P. Turnbull & H. Rutherford Turnbull, III

This classic and enduring text and its companion instructor's manual offer many activities related to family-centered practices. Each of 14 topical chapters (examples: Historical and current roles of parents, family functions, referral and evaluation) includes ideas for student projecs and class discussions, assignments and discussion questions. A course syllabus, including requirements, topical outline, weekly assignments and class project options, are also provided.

Date: 1990
Format: Print
Level of Impact: Awareness/Knowledge
Source: Merrill Publishing Company
P.O. Box 508
Columbus, OH 43216
Phone—(800) 257-5755
Cost: $38.00

Family-centered care

Association for the Care of Children's Health (ACCH)

This color videotape illustrates some of the ways in which family-centered care is being implemented in urban, suburban, and rural areas. It includes tertiary as well as community-based health care settings and a range of families and health care professionals. The strengths of this videotape are the ways in which it illustrates the competence of culturally diverse families, including a single teen-aged mother and a single father. It does not focus exclusively on early intervention and shows some older children but, in general, provides a good overview of family-centered care and diverse inservice audiences seem to enjoy it. [The long version has a boring sequence with a legislator, but the short version cut a great interaction with Stan the doctor.]

Date: 1988
Format: Videotape with brief accompanying discussion guide
Level of Impact: Awareness
Source: Association for the Care of Children's Health (ACCH)
7910 Woodmont Avenue, Suite 300
Bethesda, MD 20814-3015
Phone—(301) 654-6549
Cost: $85.00 plus shipping & handling for the 39-minute version or the 25-minute version. Discount for ACCH members. Orders must be prepaid, including shipping and handling.

Family-centered communication skills: Facilitator's guide

Larry Edelman, Beth Greenland, & Bessie L. Mills

This manual contains materials and step-by-step instruction for conducting a training session on family-centered communication. The learning sequence is designed for interdisciplinary audiences and benefits greatly from the participation of parents. Activities focus on using positive language, active listening techniques, and strategies for communicating clearly and respectfully.

Date: 1992
Format: Print
Level of Impact: Awareness/Knowledge
Source: Pathfinder Resources, Inc.
2324 University Avenue West
Suite 105
St. Paul, MN 55114
Phone—(612) 647-6905 FAX—(612) 647-6908
Cost: $15.00 includes postage & handling

Family-centered institutes: Implementing a model for the preparation of family-centered practitioners

Angela Capone & Jane Ross-Allen of the Center for Developmental Disabilities and
Nancy DiVenere & Tanya Baker-McCue of Parent-to-Parent of Vermont

The Family-Centered Institute manual is a set of materials designed to infuse family-centered principles into personnel preparation programs. The materials are organized as a day-by-day guide to a five-day trainer-of-trainers. They include a schedule, goals, instructional materials (drawn from various print and audiovisual sources) and additional resources. Consistent emphasis is provided on both the content and how to communicate the content to others (i.e., preservice & inservice applications). Daily sequences of interactions could be excerpted or used together as a sequence.

Date: 1992
Format: Print
Level of Impact: Awareness/Knowledge
Source: Angele Capone
Center for Developmental Disabilities, University Affiliated Program of Vermont
499C Waterman Building
Burlington, VT 05405-0160
Phone—(802) 656-4031
Cost: Contact source for information

The family focused interview

SKI HI Institute

This two-part videotape is designed to be a self-instructional program. It illustrates an interview process and skills related to communicating with families of young children with special needs.

Date: 1991
Format: Videotape and Workbook
Level of Impact: Awareness/Knowledge
Source: Hope, Inc.
809 North 800 East
Logan, UT 84321
Phone—(801) 752-9533
Cost: $40.00 plus $4.00 shipping. Request Item #220

Getting on board:
Training activities to promote the practice of family-centered care

Larry Edelman, Editor

This is a collection of sixteen training activities designed to promote the skills, knowledge, and attitudes required to practice in a family-centered manner. *Getting on Board* is written for trainers, facilitators, group leaders and others who train individuals involved in early intervention in a variety of settings. All activities are appropriate for interdisciplinary audiences of professionals, paraprofessionals, family members and administrators. Each activity contains an overview, guide to conducting the activity, tips for trainers, ideas for follow-up, and handouts/overhead transparencies.

Date: 1991
Format: Print
Level of Impact: Awareness/Knowledge
Source: Association for the Care of Children's Health (ACCH)
7910 Woodmont Avenue, Suite 300
Bethesda, MD 20814-3015
Phone—(301) 654-6549
Cost: $18.00 plus shipping & handling. Discount for ACCH members. Orders must be prepaid, including shipping & handling.

A guide for embedding family information in an entry-level physical therapy curriculum

Joyce W. Sparling

Spiral bound compilation that includes goals, objectives, and strategies (with readings and overhead materials) for four courses: "Human Growth and Development," "Clinical Education 1," "Pediatrics," and "Psychiatry and Mental Health." An overall need and philosophy statement supports the serial presentation of material that emphasizes the family as the unit of health. Any one course or units within any course can be extracted and embedded into an existing curriculum. Though fairly academic in orientation, these materials might be modified for inservice application.

Date: 1992
Format: Print
Level of Impact: Awareness/Knowledge
Source: FPG Child Development Center
CB #8185, The University of North Carolina
Publications & Dissemination Office
Chapel Hill, NC 27599
Phone—(919) 966-0857 FAX—(919) 966-0862
Cost: $15.00

Heart to heart

Tacy Fullerton

In this 45-minute videotape parents and professionals discuss their roles and frustrations while exploring approaches for developing good working relationships. Objectives for viewers and activities/discussion questions are provided. This tape has been used widely for preservice and inservice training of diverse audiences with great success. When purchased, it may also be freely reproduced.

Date: 1992
Format: Print
Level of Impact: Awareness
Source: Robin Sims
Developmental Disabilities Planning Council
275 East Main Street
Frankfort, KY 40621
Phone—(800) 928-6583
Cost: $10.00

Infusing family-centered concepts into agency administration

Patricia Parham, & Patricia McMahon

This brief but significant manual offers information intended to facilitate the use of family-centered principles within and across agencies. Its format is straightforward, offering information about the aspect of administration (i.e., governing board), providing questions about how families are (or could be) involved in that aspect of administration, and offering examples from their practice when possible. The questions could easily form the core of a team-based decision-making activity, with an accompanying plan of action or change.

Date: 1994
Format: Print
Level of Impact: Knowledge
Source: Project Tá-kos, Alta Mira Specialized Family Services, Inc.
3201 Fourth Street, NW
Albuquerque, NM 87107
Phone—(505) 842-9948
Cost: $45.00

On behalf of families:
A sourcebook of training activities for early intervention

Karen Mikus, Rita Benn, & Deborah Weatherston, Editors

This is a collection of 25 training activities that reinforce family-centered early intervention principles and practices, with special emphasis on the development of collaborative partnerships. An overview of activities will enable trainers to quickly select among topic areas that include diversity, IFSP, professional-professional collaboration, family-professional collaboration, grief and loss, families' resources, concerns and priorities and personal responses. Each activity includes purpose, estimated times for preparation and implementation, materials, specific directions, discussion questions, training tips, activity variations and handouts. Nicely formatted and well-organized.

Date: 1994
Format: Print
Level of Impact: Awareness/Knowledge
Source: Project F.I.T
Merrill-Palmer Institute, Wayne State University
71-A East Ferry Avenue
Detroit, MI 48202
Phone—(313) 872-1790
Cost: $28.50 (includes postage & handling)

Parent-professional partnerships:
Similar concerns, different perspectives

Commission for Cooperative Services for Young Children and their Families

These materials were designed to support the training of parent-professional teams to train others about parent-professional teamwork. It includes objectives and activities for everything from greeting and signing in to evaluation and follow-up. The activities provided are light and enjoyable, and have been widely used with great success. All materials neccessary are provided, including a sample certificate of completion. Participants in training, if provided with the material, could replicate the activities and messages.

Date: 1986
Format: Print
Level of Impact: Awareness/Knowledge
Source: Camille Catlett
FPG Child Development Center
CB #8185
Chapel Hill, NC 27599-8185
Phone—(919) 966-6635 FAX—(919) 966-0862
Cost: Available upon request from source.

Partnerships in family-centered care: A guide to collaborative early intervention

Peggy Rosin, Amy Whitehead, Linda I. Tuchman, George S. Jesien, Audrey L. Begun, & Liz Irwin

This book is organized in three interrelated sections focusing on family-centered care, team-building, and service coordination. Each chapter features a story to facilitate creative problem solving on issues raised throughout the chapter. Each chapter also features a variety of instructional aides (objectives, activities, discussion questions), skillfully interwoven with content. This resource is much more than a textbook and has broad applicability for teachers and trainers in all early intervention disciplines.

Date: 1996
Format: Print
Level of Impact: Awareness/Knowledge
Source: Paul H. Brookes Publishing Co.
PO Box 10624
Baltimore, MD 21285-0624
Phone—(800) 638-3775 FAX—(410) 337-8539
Cost: $39.00

A practical guide to embedding family-centered content into existing speech-language pathology coursework

Elizabeth Crais

This is a curriculum for graduate training program. Four modules, each designed for presentation within an hour and a half class, introduce students to current issues, beliefs, and practices related to using a family-centered approach to working with families of clients with special needs. Modules include student objectives, class outlines, suggested in- and out-of-class activities, recommended readings for instructors and students, materials for producing handouts and transparencies and alternative activities and readings. Topics include terms and issues related to working with clients with special needs and their families, working with families in the assessment process, sharing assessment information and collaboratively setting goals with families, and evaluating and influencing the extent to which services are family-centered.

Date: 1991
Format: Print
Level of Impact: Awareness/Knowledge
Source: FPG Child Development Center
Publications & Dissemination Office
CB #8185, The University of North Carolina
Chapel Hill, NC 27599-8185
Phone—(919) 966-0857 FAX—(919) 966-0862
Cost: $10.00

new to 7th

Practical strategies for family-centered intervention

P.J. McWilliam, Pamela J. Winton, & Elizabeth Crais. (1996). San Diego: Singular Publishing Group, Inc.

This book provides, in a down-to-earth format, practical strategies for working with families in early intervention contexts. Chapters describe strategies related to the following points of contact with families: developing initial partnerships with families; identifying family concerns, resources, and priorities; collaborating with families in assessment and evaluation; developing intervention plans; and maintaining day-to-day contact. A final chapter focuses on strategies for making changes in program and individual family-centered practices. The book is interspersed with illustrations and examples that ground the information in a real world context. Materials could easily be used in conjunction with other resources (e.g., see *Brass Tacks* on page 29), and applications to inservice training or preservice education are clear.

Date:	1997
Format:	Print
Level of Impact:	Awareness/Knowledge
Source:	Singular Publishing Group 401 West A Street, Suite 325 San Diego, CA 92101-7904 (800) 521-8545
Cost:	$34.95

Seasons of caring

Association for the Care of Children's Health (ACCH)

This 40-minute tape reveals the concerns and priorities of families caring for children with special health needs. Using illustrations of children of a variety of ages and with a varieties of special health needs, the video addresses issues encountered by parents, teachers, social workers, school administrators, physicians, nurses, and others caring for these children and their families. A strength of these materials is that they give consideration to the unique perspectives of each of the above-listed groups. A disadvantage is that the materials would seem to encourage discipline-exclusive training.

Date:	1986
Format:	Videotape with accompanying curriculum guides
Level of Impact:	Awareness/Knowledge
Source:	Association for the Care of Children's Health (ACCH) 7910 Woodmont Avenue, Suite 300 Bethesda, MD 20814-3015 Phone—(301) 654-6549
Cost:	$140.00 plus shipping & handling. Discount for ACCH members. Orders must be prepaid, including shipping & handling.

Someday's child

Lynda Pletcher

This resource is designed to stimulate a discussion of key concerns needs and hopes common to families who have young children with disabilities. Three families describe their experiences with the emphasis being on how important it is for professionals to listen and to respond to their hopes and concerns. The facilitator's guide includes a transcript of the tape interspersed with questions that could be posed to professionals and parents. This resource would be a good one to use if a training goals were to facilitate a discussion of key issues among parents and professionals.

Date: 1990
Format: 30-minute videotape with accompanying facilitator's guide
Level of Impact: Awareness/Knowledge
Source: Educational Productions, Inc.
4925 S.W. Humphrey Park Crest
Portland, OR 97221
Phone—(503) 292-9234 FAX—(503) 292-9246
Cost: $250.00 plus $10.00 shipping & handling

Working together with children and families: Case studies in early intervention

P.J. McWilliam & Don B. Bailey, Jr., Editors

An edited collection of cases exemplifying the application of best practices in early intervention for use in preservice and inservice training. The text includes unsolved case dilemmas for teaching/training, decision making and problem solving.

Date: 1993
Format: Print
Level of Impact: Awareness/Knowledge
Source: Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21204
Phone—(800) 638-3775 FAX—(410) 337-8539
Cost: $29.00 plus postage & handling

Working with families:
A curriculum guide for pediatric occupational therapists

Barbara Hanft, Janice Burke, Margeret Cahill, Kathleen Swenson-Miller, & Ruth Humphry

This curriculum is divided into nine modules addressing issues therapists need to know about to work effectively with families who have children with special needs. Each unit contains learning objectives, discussion points including implications for practice, teaching activities, recommended readings and teaching resources. Topics addressed by the modules include "Families: System and Life Cycles," "Impact of Society on Family Functions and Services," "Culture and Ethnicity," "Providing Family-centered Care: Parent/Professional Partnerships," "Family life: Caring for a child with Special Needs," "Working with Families under Stress," "The IFSP process," "Including Family Members in the Child's Assessment," and "Providing Early Intervention Services."

Date:	1992
Format:	Print
Level of Impact:	Awareness/Knowledge
Source:	FPG Child Development Center Publications & Dissemination Office CB #8185, The University of North Carolina Chapel Hill, NC 27599-8185 Phone—(919) 966-0857 FAX—(919) 966-0862
Cost:	$10.00

Working with families in early intervention: An interdisciplinary preservice curriculum

Pamela J. Winton

A preservice curriculum for graduate students consisting of eleven 3-hour modules or a semester-long course. Topics covered include "Developing a Rationale for an Interdisciplinary Approach to Early Intervention," "Family Theories (Systems and Life Cycle Perspectives)," "Family Adaptation (Child and Family Factors and Impact of Culture, Community and Intervention)," Developing a Rationale for an Empowering Approach to Families Models of Helping)," "Application of Principles to Practices (IFSP and the Family as Members of the Team, Collaborating with Families in Child Assessment, Identifying Family Needs and Strengths, and Family-Professional Collaboration in Goal-setting and Intervention)," "Communication Strategies for Assessment and Goal-setting," and "Service Coordination." Resource materials include teaching objectives, suggested student activities, references, and resources.

Date:	1991
Format:	Print
Level of Impact:	Awareness/Knowledge
Source:	FPG Child Development Center Publications & Dissemination Office CB #8185, The University of North Carolina Chapel Hill, NC 27599 Phone—(919) 966-0857 FAX—(919) 966-0862
Cost:	$15.00

Supplemental Resources

Beyond the grief

Kentucky Developmental Disabilities Planning Council. (1990). Frankfort, KY: Author. In this sequel to the video "Good Grief," Ken Moses expands on his theories about how each of the grieving states works and the role they play in moving beyond the loss of the "normal" child to appreciation for the child the parents actually have. Cost: $10.00 includes tax, postage & handling.

Building the healing partnership

Leff, P.T., & Walizer, E.H. (1992). Cambridge, MA: Brookline. This book is about family-professional partnerships in the context of early intervention programs. Each chapter includes a section on "Handling Things Better" with instructive vignettes that offer differing viewpoints and comparisons of similar crises that illustrate the divergent approaches of practitioners in like situations, and the subsequent impact on the partnership. Amy Whitehead recommended this book for the *Resource Guide* as the best she had found on the topic of family-professional partnerships. Cost: $24.95.

Celebrating family strengths: A curriculum for educators

PACER Center. (1993). Minneapolis, MN: Author. The activities in this curriculum were designed to build self-esteem in children by gaining a strong positive view of themselves and their families. They can easily be used to help children, families and service providers appreciate the unique strengths of different family designs and systems. Cost; $10.00.

Charlotte Circle intervention guide for parent-child interactions

Calhoun, M.L., Rose, T.L., & Prendergast, D.E. (1991). Tucson, AZ: Communication Skill Builders. Intervention goals, strategies and activities for developing social interaction skills. Activity sheets for caregivers are reproducible as handouts. *Activities are provided in Spanish and English.* Cost: $39.00.

Communicating with children: Supportive interactions in hospitals

Association for the Care of Children's Health. (1993). Bethesda, MD: Author. A unique resource for training students, service providers and hospital staff members to interact with children and families in supportive and responsive ways. This two-hour videotape, with accompanying study guide, presents six separate segments, each of which portrays different interactions with children with varied medical conditions, and their families. Cost: $137.00.

Communicating with families in early intervention: A training module

Winton, P.J. (1991). Chapel Hill, NC: Frank Porter Graham Child Development Center. This module consists of objectives, readings and teaching activities related to communication skills. Also includes role play vignettes, strategies for videotaping self-assessment and peer feedback, and an observational rating scale. This module appears as Module 10 in *Working with families in early intervention: An interdisciplinary preservice curriculum*; which is described in this section. The full curriculum is available for $15.00.

Effective communication for parents and professionals

Duffy, S., Phillips, S., Davis, S. Maloney, T., Stromnes, J., Miller, B., & Larson, K. (1992). Missoula,MT: University of Montana, Rural Institute on Disabilities, Dynamic Communication Process Project. This sequence of topical activities address aspects of parent-professional communication in an information plus follow-up activities format that could be easily used in preservice or inservice applications. There are some clever headings to describe the aspect of communication being targeted. For example, the unit on nonverbal communication is called "His Mouth Said Yes! Yes! But His Eyes Said No! No!" Other sections have to do with improving the communication climate, assertiveness, and leading and participating in meetings. All material necessary for use of each section is provided. Cost: $8.00.

Equals in this partnership: Parents of disabled and at-risk infants and toddlers speak to professionals

ZERO TO THREE/National Center for Clinical Infant Programs. (1986). Arlington, VA: Author. This fine compilation of writings is available free from the National Maternal and Child Health Clearinghouse (703/821-8955 x254). Cost: $7.50 includes shipping & handling.

Families and schools: An essential partnership

SouthEastern Regional Vision for Education (SERVE). (1996). Tallahassee, FL: Author. This resource is designed to assist personnel in developing effective family involvement strategies, programs, and partnerships. Using an inclusive definition of family, the document offers a self-assessment instrument and process for increasing collaboration, information about successful models, tools and examples for supporting collaboration, and information about additional resources. For teaching and training, this resource can compliment other family-centered methods and materials focused on school-age children. Cost: $5.00.

Family-centered care: An approach to implementation

Hostler, S. L., M.D. (Ed.). (1994). Charlottesville, VA: Kluge Medical Center, University of Virginia. This resource does a fine job of describing a nationally representative sample of models for implementation of family-centered practices. A useful collection for promoting improvements on or alternatives to existing personnel preparation and service delivery models. Cost: $20.00 plus postage.

Family-centered care for children needing specialized health and developmental services (3RD edition)

Shelton, T.L., & Stepanek, J.S. (1994). Bethesda, MD: Association for the Care of Children's Health. A valuable resource for training/teaching others about aspects of family-centeredness and resources for moving in that direction. Cost: $15.00.

Family-focused practice in out-of-home care: A handbook and resource directory

Braziel, D.J. (1996). Washington, DC: Child Welfare League of America. This publication is designed to help leaders in out-of-home care agencies to bring a family focus to their policy, administrative, and program structures. Background articles, first person narratives, measures, sample forms/formats, handouts, and exercises can be used to shape individual or collective attitudes and policies regarding the need for a comprehensive array of services to address the needs of children who are living apart from their families on either a temporary or long-term basis. This is an interesting resource providing training material that comes at family-centered practice from the slightly different perspective of out-of-home care. Cost: $18.95.

Family/professional collaboration for children with special health needs and their families

Bishop, K.K., Woll, J., & Arango, P. (1993). Burlington, VT: Department of Social Work, University of Vermont. This monograph has some nice quotes, some useful lists, and some good supporting information on important aspects of collaboration. Examples are pulled from both health and education. Cost: Contact source.

Good grief

Kentucky Developmental Disabilities Planning Council. (1990). Frankfort, KY: Author. This 40-minute videotape focuses on the grieving process associated with parenting a child with disabilities. Ken Moses explores how the process helps parents make changes necessary to live with a child, and life that is quite different from what was anticipated. Cost: $10.00 includes shipping & handling.

Hospitals moving forward with family-centered care

Hanson, J.L., Johnson, B.H., Jeppson, E.S., Thomas, J., & Hall, J.H. (1994). Bethesda, MD: Institute for Family-Centered Care. This publication is designed to encourage hospital staff, governing and advisory boards, and families to engage in a process of change toward family-centered care. Lists and worksheets could easily be used in training to discuss how hospitals can translate family-centered principles into practice. Cost: $10.00.

Involving fathers in early intervention and family support programs: Issues and strategies

Davis, P.B., & May, J.E. (1991). *Journal of the Association for the Care of Children's Health, 20*(2), 87-92. A nice view of why and how.

Let's get together: A handbook in support of building relationships between individuals with developmental disabilities and their communities

Arsenault, C. C. (1990). Boulder, CO: Developmental Disabilities Center. This handbook offers exercises that have been used successfully to strengthen relationships between individuals/families who have developmental disabilities and others in their community. Cost: $10.00 includes shipping & handling.

Listening to families

American Association for Marriage and Family Therapy (AAMFT) Research and Education Foundation. (1995). Van Nuys, CA: Child Development Media, Inc. This 13-tape series is designed to provide teaching examples of effective communication and interviewing skills. Two tapes are content specific (*Exploring Family Strengths* and *Building a Family Partnership*). The remaining tapes illustrate in-depth (60 minute) conversations between therapists and families of young children with disabilities. The families are diverse in both culture and configuration. Accompanying brochures offer highlights of each video, including teaching objectives and discussion questions. Cost: $60.00–75.00 per tape.

On this journey together

Ohio Dept of Mental Retardation/Developmental Disabilities. (1991). Columbus: Author. This series of four videotapes (approximately 22 minutes each) is made up of interviews with members of sixteen Ohio families that include children (ages 2–13) with disabilities. Each tape addresses a different topic, including "The Early Days" (initial reactions to diagnoses and labels, helpful strategies), "Partnering with Professionals" (successes and frustrations in working with the professionals who provide services), "Building Brighter Futures" (dreams and expectations, including how to keep them alive), and "Resources for Families" (accepting assistance and support from friends, families, community, and service agencies). Compelling stories and examples for inservice or preservice training. Cost: $10.95 each; $34.95 for all four.

Protective urges

California Department of Education. (1995). Sacramento, CA: Author. In this videotape, caregiving and support for the development of very young children is explored from family and provider perspectives. In useful terms, parents speak condidly about their concerns, caregivers discuss ways to provide assistance, and both groups work out conflicting feelings about caregiver/child relationships. Part of the *Culture, family and providers* module described on page 17. *Available in Spanish and Chinese.* Cost $65.00.

Supporting families

Benn, R. (1994). Detroit, MI: Merrill-Palmer Institute, Wayne State University. This videotape and accompanying manual can be used in a variety of ways: as a informational resource on the Part H process, a training tool on family-centered practices, or a catalyst for discussion of key early intervention concepts or values. Some videotape segments are a little dry, and some are Michigan Early On-specific, but the discussion are thoughtful and could promote valuable discussion and learning. Cost: $9.30. Cost: $10.00 (videotape); $3.00 (scrapbook).

IFSP

This section includes resources that could be used to share information and promote learning about the IFSP process.

Primary Resources

Developing individualized family support plans: A training manual

Tess Bennett, Barbara V. Lingerfelt, & Donna E. Nelson

This curriculum provides an intensive and comprehensive inservice training plan for learning the process of developing Individualized Family Support Plans (IFSPs). The workbook is organized into three sessions: a rationale for the IFSP, principles of family-centered assessment and intervention (four interrelated modules) and case studies/activities. Each section includes trainer's notes, a preview of important points, discussion questions, space for note taking , subject matter content and related activities, and checklists for review. In addition, the authors provide a general trainer's section which reviews principles of adult learning, options for effective training schedules and strategies for maximizing the effective use of the materials.

Date:	1990
Format:	Print
Level of Impact:	Awareness/Knowledge to Skill
Source:	Brookline Books P.O. Box 1046 Cambridge, MA 02238-1046 Phone—(800) 666-2665
Cost:	$24.95

Family and the IFSP process

Project Copernicus

This instructional package includes a 90-minute training video and a facilitator's guide. The videotape is structured to provide **information about** and **illustrations of** key landmarks in the IFSP process (first contacts, development of outcomes, identifying family concerns, priorities and resources, initial IFSP meetings, development of transition plans). The illustrations take the form of vignettes in which practices that are less than family-centered are shown in black and white and family-centered approaches are shown in color. Viewers can easily be cued to watch for specific actions that may create barriers or that foster positive, collaborative relationships. The accompanying facilitator's guide provides clear suggestions for use of the materials as part of a statewide, local, inservice, preservice, part-day or multi-day training experience, along with activities and handouts.

Date: 1993
Format: Print with accompanying 90-minute videotape
Level of Impact: Awareness/Knowledge
Source: Publications
Kennedy Krieger Community Resources
Kennedy Krieger Institute
2911 East Biddle Street
Baltimore, MD 21213
Phone—(410) 550-9700 FAX—(410) 550-9766
Cost: $150.00/copy of the video and guide, plus $4.00 shipping & handling

The family support plan process

Center for Prevention and Early Intervention Policy

This training curriculum, designed for presentation by a parent-professional team, provides and illustrates a philosophical and process framework for the development of Individualized Family Support Plans for infants and toddlers and their families. The clear, complete set of materials features a *Trainer's Manual*, from which *Participant's Manuals* can be produced. Topics covered include legal requirements, family-centered philosophy, family-centered service coordination, the IFSP process and the IFSP meeting. Goals, objectives, timeframes, materials and equipment lists, transparency and handout masters for each section are provided.

Date: 1992
Format: Print
Level of Impact: Awareness/Knowledge
Source: Center for Prevention and Early Intervention Policy
1118B Thomasville Road
Tallahassee, FL 32303
Cost: $25.00 includes postage & handling

The family-centered intervention plan: A routines-based approach

R. A. McWilliam

This book guides classroom-based team members and parents through five stages of planning interventions: 1) preparation, 2) assessment, 3) outcome selection, 4) outcome writing, and 5) review. It provides a sequential model through which families are the primary decision makers for their children's interventions, with input from professionals. An extensive selection of forms and checklists are provided and material could easily be adapted for preservice or inservice application.

Date: 1993
Format: Print
Level of Impact: Awareness/Knowledge
Source: Communication Skill Builders
P.O. Box 42050
Tucson, AZ 85733
Phone—(602) 323-7500
Cost: $33.00 plus 10% shipping & handling

Guidelines and recommended practices for the Individualized Family Service Plan

Mary McGonigel, Roxane Kaufmann, & Beverley Johnson, Editors

This second edition captures essential information about the IFSP process, from the federal rules and regulations to recommendations for best practices. It includes extensive samples, forms, procedures and instruments, many of which could easily be adapted for preservice or inservice applications.

Date: 1991
Format: Print
Level of Impact: Awareness/Knowledge
Source: Association for the Care of Children's Health (ACCH)
7910 Woodmont Avenue, Suite 300
Bethesda, MD 20814-3015
Phone—(301) 654-6549
Cost: $15.00; $12.00 for orders of 10 copies or more. Discount for ACCH members. Orders must be prepaid, including shipping & handling.

Handbook for the development of a family-friendly Individualized Family Service Plan (IFSP)

Vicki Turbiville, Ilene Lee, Ann Turnbull, & Douglas Murphy

This handbook captures the process of IFSP development used at the Beach Center on Families and Disability. The first ("A Holistic View of the Individualized Family Service Plan") section contains general information on the IFSP process. Four additional sections correspond roughly to the stages of development of the IFSP: "The Initial Meeting with the Family," "The Evaluation of the Child," "The Planning of the IFSP," and "The Actual IFSP Meeting." Sections contain key principles or guidelines, activities, forms and additional resources.

Date: 1993
Format: Print. *Program rating scales are available in Spanish.*
Level of Impact: Awareness/Knowledge to Skill
Source: Order Department
Beach Center on Families and Disability
3111 Haworth Hall, University of Kansas
Lawrence, KS 66045-7516
Phone—(913) 864-7600 FAX—(913) 864-5323
Cost: $20.00 (package price for handbook, provider and parent versions of the *Family-Centered Program Rating Scale, Family-Centered Program Rating Scale User's Manual,* and two related articles)

Implementing family-centered services in early intervention: A team-based model for change

Donald B. Bailey, P. J. McWilliam, Pam Winton, & Rune Simeonsson

This monograph describes a team-based decision-making workshop for implementing family-centered services in early intervention. It differs from a typical training curriculum in that it focuses on the decisions that teams must make as they seek to become family-centered. It was developed to provide the structure for a four-day workshop in which teams (paraprofessionals, professionals, family members, adminstrators) progress from identification of the elements of a family-centered approach to identifying, establishing and tracking their plan for ensuring that positive change occurs. Goal, handouts, and transparencies are provided.

Date: 1992
Format: Print
Level of Impact: Awareness/Knowledge
Source: Brookline Books
P.O. Box 1046
Cambridge, MA 02238-1046
Phone— (800) 666-2665
Cost: $19.95

Maryland's IFSP process: A facilitator's guide for training

Project Copernicus, Kennedy Krieger Institute
in collaboration with the Maryland Infants and Toddlers Program

A family-centered process for the IFSP is described, with a training program to prepare providers to participate in the IFSP process. Included are detailed information on policies, procedures and best practices, situation studies and skill-building activities. While small sections of the content are definitely Maryland-specific, most of the curriculm could be used in any state.

Date: 1993
Format: Print
Level of Impact: Knowledge/Skill
Source: Publications
Office for Community Program Development
Kennedy Krieger Institute
2911 East Biddle Street
Baltimore, MD 21213
Phone—(410) 550-9700
Cost: $10.00 plus shipping & handling

Supplemental Resources

Creating a vision: The Individual Family Service Plan

Colorado Interagency Coordinating Council and Colorado Department of Education. (1990). Denver, CO: Denver Early Childhood Connection. [Videotape]. This 30-minute tape illustrates Colorado's model for developing and implementing the IFSP; including the priority for the IFSP process to be adaptable, flexible, family-centered and supportive of families' values, goals and dreams. Cost: $2.40 includes shipping & handling.

A family's guide to the Individualized Family Service Plan

Cripe, J.J.W. (1995). Baltimore, MD: Paul H. Brookes Publishing Co. Very straightforward information about the IFSP provided through videotape of families working with professionals with voiceover narration and family remarks about the process. The videotape presents informative content, but doesn't address IFSP process issues. Could easily be paired with discussion questions about local /state variations in process, models of service delivery (direct, consultative), and financing. Cost: $44.00.

Indiana's guide to the Individualized Family Service Plan

First Steps. (1992). Indianapolis, IN: First Steps. A guidebook designed to assist families and other team members in the process of developing on IFSP. Cost: Free.

Into our lives

Hunt, M., Cornelius, P., Leventhal, P., Miller, P., Murray, T., & Stoner, G. (1991). Tallmadge, OH: Family Child Learning Center. This guidebook was written by families of children with disabilities as a way to help families and professionals better understand and navigate the IFSP process. Cost: $5.00.

Parent-professional collaboration and the IFSP: Evaluation techniques for identifying strengths, barriers, and solutions

DeGangi, G., Poisson, S., Royeen, C. B., Wietlisbach, S., & Stein, E. (1994). Rockville, MD: Reginald G. Lourie Center for Infants and Young Children. This manual is designed to furnish early intervention agencies and service providers with the guidelines and tools necessary to evaluate their staffs' and families' experiences within the IFSP process. For each of the four evaluation methods described, guidelines are provided on ways to (a) develop collaborative relationships with families from diverse cultural and socioethnic backgrounds; and (b) examine attitudes that may block effective family-professional interactions.

Understanding the Individualized Family Service Plan: A resource for families

Cash, J. A. (1991). Norge, VA: Child Development Resources. (1990) A workbook for familiarizing families with all aspects of theIFSP process. Cost: $15.00.

Inclusion

This section identifies materials that could be used to promote well-designed, integrated environments for young children.

Primary Resources

Access for all: Integrating deaf, hard of hearing and hearing preschoolers

Gail Solit, Maral Taylor, & Angela Bednarczyk

These materials were developed at Gallaudet University for people who are interested in establishing integrated early childhood programs that include young children who are deaf, hard of hearing and typically hearing. It provides information in three areas: Deafness (facts about hearing loss and use of assistive technology), Interagency collaboration (establishing relationships between agencies serving deaf and hard of hearing children and early education programs) and Inclusion and adaptation (environmental modifications needed to make early childhood programs accessible). A videotape segment of 20–25 minutes corresponds to each area.

Date: 1992
Format: Print with accompanying videotape
Level of Impact: Awareness/Knowledge
Source: Gallaudet Bookstore
Phone—(202) 651-5380 (TDD/Voice)
Cost: Request from source

Achieving inclusion through the IEP process: A workbook for parents

Maryland Coalition for Integrated Education

This workbook was created to help parents in designing Individualized Education Programs (IEPs) and designing strategies for achieving integrated school placements. It is organized in two parts: laying the groundwork for decision making, and achieving inclusion through the IEP process. The activities ("Developing a Vision," and "Creating New Goals and Objectives") include all necessary forms and follow a clear, supportive sequence for families. They could also be activities for training teams who are involved in the design, preparation and implementation of IEPs. This material has been highly recommended (and successfully used) by families.

Format: Print
Date: 1991
Level of Impact: Awareness/Knowledge - Skill
Source: Maryland Coalition for Integrated Education
7257 Parkway Drive, Suite 209
Hanover, MD 21706
Phone—(410) 712-4837
Cost: $8.00 per copy plus $2.00 postage & handling

Best practices in integration (BPI) inservice training model

Susan M. Klein, & Susan Kontos

BPI is an inservice training model for persons delivering services for infants, toddlers and preschool children with special needs within community-based early childhood settings. The emphasis of the Guide and Instructional Modules is systems change through community resource networks, a training process to ensure knowledge and skill regarding collaborative consultation by early interventionists, and a technical assistance process to facilitate the integration of young children with special needs in regular early childhood programs and successful collaboration among all partners. These are well thought-out materials and a bargain for the price.

Date: 1993
Format: Print
Level of Impact: Awareness/Knowledge to Skill/Application
Source: Liz Tertell
BPI Outreach Project Coordinator
Education 3244, Indiana University
2853 E. 10th Street
Bloomington, IN 47405
Phone—(812) 855-6508 FAX—(812) 855-9630
Cost: $17.50 including postage

ENABLE:
The day care resource project for children with special needs

Maryland Child Care Resource Network (MCCRN)

This self-contained training module was designed to encourage child care providers to accept children with special needs. Units within the module are designed to be offered as a sequence of three-hour programs or as self-contained learning experiences. There are six topical units: "Disability awareness," "They're All Children First," "Making Mainstreaming Work," "Adapting your Program," "Working with families," and "Mainstreaming through the Arts." Each unit includes an outline for all aspects of the session, trainers resource kit (transparencies, handouts, background articles, bibliography) and additional resources.

Date: 1992
Format: Print
Level of Impact: Awareness/Knowledge
Source: Maryland Committee for Children, Inc.
608 Water Street
Baltimore, MD 21202
Phone—(410) 752-7588 FAX—(410) 752-6286
Cost: Request from source

Mainstreaming works: A manual for training child caregivers and integrating children with disabilities in child care settings

Center for Prevention and Early Intervention Policy

These materials were designed for use as a 10-hour training emphasizing strategies for adapting child care environments to meet the needs of young children with disabilities. The manual is organized into seven sections: an instructor's guide, five modules (exploring attitudes, working with families and professionals, recognizing signs of atypical development, facilitating developmentally appropriate environments for children with disabilities, and Illustrations of integration) and an appendix entitled, Answers for owners and operators. The materials are carefully organized and include everything from sample letters to participants to certificates of training completion.

Date: 1991
Format: Slide, audiotape and print
Level of Impact: Awareness/Knowledge
Source: Center for Prevention and Early Intervention Policy
1118B Thomasville Road
Tallahassee, FL 32303
Cost: $60.00 includes postage & handling

Project Lexington curriculum guide: Expanding community child care opportunities for children with special needs

Interdisciplinary Human Development Institute, University of Kentucky

This guide provides a framework for developing and providing needs based inservice training to child care workers in regular early childhood programs. The three-ring manual includes a curriculum framework, needs assessment, evaluation (including pre/post knowledge and attitude measures), technical assistance guidelines (including tracking forms) and summaries for the content sections (trends in integration, designing inclusive environments, working with parents as partners, coordination of assessment and program planning, and implementing integrated curricula). While the format is a little dry, there are many good ideas and pieces that could be used as part of successful inservice training.

Date: 1992
Format: Print
Level of Impact: Awareness/Knowledge
Source: Rena Hallam
IHDI-UAP
114 Mineral Industries Building, University of Kentucky
Lexington, KY 40506-0051
Phone—(800) 288-2173
Cost: Contact source

SpecialCare curriculum and trainer's manual

Child Development Resources

This is a complete core curriculum trainer's manual and supporting materials that can be used to train home- and center-based caregivers to help them care for young children with disabilities in inclusive child care settings. SpecialCare has been field tested with more than 186 home- and center-based child care providers. Evaluation results indicate that caregivers' comfort, knowledge and interest in caring for children with disabilities increased following training. Parents of children with disabilities living in communities where SpecialCare training was provided reported that care was significantly more available following training.

Date: 1993
Format: Print with accompanying videotapes
Level of Impact: Awareness/Knowledge
Source: Child Development Resources (CDR)
150 Point O' Woods Road
Norge, VA 23127-1280
Phone—(804) 566-3300
Cost: $199.95 (includes all videotapes necessary to conduct the training)

Supplemental Resources

ABCs of inclusive child care

Dependent Care Management Group. (1993). San Antonio, TX: Texas Planning Council. This 14-minute videotape has many appealing features: culturally diverse parents, providers and children illustrating the benefits of inclusion, closed captioning and a perfect price—FREE and COPYABLE. A very well-made and enjoyable-to-watch introduction for use with a variety of training audiences. Call (512) 424-4092 to order.

Administrator's policy handbook for preschool mainstreaming

Smith, B. J., & Rose, D. F. (1993). Cambridge, MA: Brookline Books. This handbook was designed to assist public school administrators in developing policies and procedures that assist in successful mainstreaming. All forms and materials included may be freely copied. Cost: $39.95.

can I play too?

Partnerships for Inclusion. (1993). Chapel Hill: University of North Carolina, Frank Porter Graham Child Development Center, Author. This is a set of three videos about inclusion of young children with special needs, birth through five years of age, in community child care programs. The videos, which have been used effectively to raise awareness in inservice and preservice training formats, present three different perspectives (overview version, provider version, parent version) on inclusion. Cost: $25.00 (overview); $50.00 (parent or provider version).

Caregiver education guide for children with developmental disabilities

Aspen Reference Group. (1994). Gaithersburg, MD: Aspen Publishers, Inc. This resource is designed to address the need for specific, hands-on instruction and guidelines for parents and caregivers. Lots of good information that can be shared or referred to, in training or as part of daily practice. Cost: $179.00.

Caring for children with special needs: The Americans with Disabilities Act and child care

Child Care Law Center. (1995). San Francisco, CA: Author. A guide for child care providers to assess their legal responsibilities in including children with disabilities, including reasonable accommodations, licensing, confidentiality, cost, and liability. This mini-monograph is set up in a clear question-and-answer format that could easily be adapted for training purposes. Additional features are a nice flowchart and lists of helpful materials and resources. Cost: $12.50 plus shipping.

The Carolina curriculum for infants and toddlers with special needs

Johnson-Martin, N. M., Jens, K. G., Attermeier, S. M., & Hacker, B. J. (1991). Baltimore, MD: Paul H. Brookes. Curriculum designed to be used both with the child who is developing slowly, but in a normal pattern, and the child with multiple disabilities whose patterns of development are markedly atypical. Cost: $40.00.

The Carolina curriculum for preschoolers with special needs

Johnson-Martin, N. M., Attermeier, S. M., & Hacker, B. (1990). Baltimore, MD: Paul H. Brookes. Companion volume to previous entry. Cost: $34.00.

Children's books and materials

Partnerships for Inclusion. (1995). Chapel Hill: University of North Carolina, Frank Porter Graham Child Development Center, Author. This is an annotated bibliography of children's books and materials that support inclusion values and practices. The publications described include positive examples of children with cultural differences and developmental differences. A great resource for suggesting books for programs or libraries to order, or for reproduction as a handout to carryover inclusion concepts. Cost: Free w/SASE.

A circle of inclusion

Learner Managed Designs, Inc. (1989). Lawrence, KS: Author. This 27-minute videotape provides images of children (3–6) with severe and multiple disabilities effectively integrated in Montessori classrooms. Special educators, early educators, and parents of both children with disabilities and children who are developing typically, share initial concerns, experiences, and outcomes. High-quality footage and lots of applications to preservice or inservice. Cost: $105.00.

Educating Peter

Ambrose Video Publishing, Inc. (1993). New York: Author. This 30-minute videotape is the Academy Award-winning story of one child with Down syndrome and his classmates in Mrs. Stallings' third grade class in Blacksburg, Virginia. The video, with accompanying study guide, could be used to illustrate and explore a variety of inclusion concepts. This video has appeal for all ages, including elementary-aged children.Cost: $79.95 plus shipping & handling.

EEPCD resources supporting inclusion

Battigelli, S., & Heekin, S. (1995). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. This resource briefly describes 60 print and video materials on inclusion which were developed by projects under the Early Education Program for Children with Disabilities (EEPCD). Ordering information is included for each resource, and prices are very reasonable. Cost: $5.00.

Handbook for the inclusion of young children with severe disabilities

Thompson, B., Wickham, D., Wegner, J., Ault, M. M., Shanks, P., & Reinertson, R. (1992). Lawrence, KS: Learner Managed Designs. This book offers strategies for implementing exemplary full inclusion programs within communities from perspectives that range from start-up and personnel preparation to environmental, social and instructional inclusion. Lots of examples, resources and helpful checklists. Cost: $34.95.

Including young children with disabilities in community settings: A resource packet

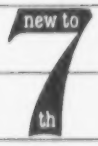
National Early Childhood Technical Assistance System (NECTAS). (1996). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, Author. This packet presents a variety of perspectives and information about including young children with disabilities in typical settings. Materials include: issues papers; information on the Americans with Disabilities Act; articles on the basis in federal law for inclusion; information on project, print, and video resources on inclusion; and an annotated bibliography. Cost: $15.00.

Just friends

Texas Planning Council on Developmental Disabilities. (1994). Austin, TX: Author. This 16-minute video introduces individuals with disabilities and friends they have made through Community Connections projects in Texas. They share personal stories, thoughts, and experiences while offering examples of the role that friendship can play in breaking the social isolation of individuals with disabilities. A nice vision of future possibilities for families and professionals. Cost: Free at 1-800-262-0334.

Learning to play, playing to learn: Recreation as a related service

Center for Recreation and Disability Studies, University of North Carolina. (1995). Chapel Hill, NC: Author. If you want to know more about recreation/leisure as a related service, especially for young children with disabilities in inclusive settings, this 20-minute video is the one for you. Accompanying print material provides some experiential learning activities, discussion questions, and handout prototype. Cost: $28.00.



Recipe for life and Moments of reflection

Waletzko, P., & Ressemann, S. (1997). Waite Park, MN: The IDEA Group. Here are two 5-minute videotapes that can promote reflection on issues of diversity and inclusion at the end of a class or presentation. Short, thought-provoking sayings are linked together through visual and auditory methods to create a positive, lasting impression. The tapes can be used separately or together. Cost: $19.95 each.

Same time, same place

Purdue University, Continuing Education Administration. (1992). West Lafayette, IN: Author. Videotape features children with disabilities in a variety of inclusive settings. Focuses on the roles and responsibilities of multiple disciplines (including a pediatrician) in the inclusion process for children with severe disabilities in child care centers and family child care homes. Cost: $18.00.

Special children, special care

Moffitt, K. (Ed.). (1993). Tampa, FL: University of South Florida. This manual was written for parents as a way to build on pre- and inservice competencies. It has lots of good information on many aspects of early intervention, and is interspersed with quotes from other family members describing their experiences. A valuable reference tool for administrators, families and professionals. Cost: $47.00.

Supporting children with disabilities in early childhood programs

Teaching Research Division, Western Oregon State College. (1992). Monmouth, OR: Author. This 18-minute videotape includes footage of both segregated and integrated approaches as illustrations of past and present approaches to including preschool children with disabilities. Research basis that supports inclusion is cited, along with perspectives of staff, parents, teachers, assistants, and researchers. Cost: $25.00.

With kids my age: Answers to questions about inclusion

Inclusion Works! (1994). Austin, TX: Author. This 17-minute, captioned videotape provides compelling answers about inclusive education. Superimposed on footage of culturally diverse elementary and secondary students, are parents, teachers, administrators, and community decision makers who provide practical answers to hard questions. Instructionally, this videotape could be paused after each questions (e.g., Do teachers have the skills to handle inclusion?) to allow students to respond based on research or readings. Cost: $30.00.

Yes, you can do it! Caring for infants and toddlers with disabilities in family child care

The Children's Foundation. (1995). Washington, DC: Author. This 16-minute video offers very positive images and messages from parents and day care providers on the benefits of serving young children with disabilities. The accompanying manual, *Caring for infants and toddlers in family day care: Annotated resource directory*, offers additional resources to support inclusion, such as training materials. Cost: $34.95 (video & print directory). Cost: $34.95 plus shipping & handling.

Interagency Collaboration

This section includes information and activities that can be used to foster productive collaborative efforts in early intervention.

Primary Resources

Thinking collaboratively: Ten questions and answers to help policy makers improve children's services

Charles Bruner

While this document was not designed as training material, it has excellent applications, especially with inservice audiences of representatives from multiple agencies. Each of the ten questions probes an aspect of collaboration (e.g., How do we know if collaboration is happening and if it is working?) and provides possible responses, along with lists of resources for additional consideration.

Date:	1991
Format:	Print
Level of Impact:	Knowledge
Source:	Institute for Educational Leadership 1001 Connecticut Avenue, NW Suite 310 Washington, DC 20036-5541 Phone—(202) 822-8405
Cost:	$3.00 pre-paid. NOTE: Any and all portions of this report may be freely reproduced and circulated without prior permission if the source is properly cited.

Supplemental Resources

Collaboration: Putting the puzzle pieces together

Collaborative Services Inservice Demonstration Project. (1996). Farmington,CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center. The purpose of this manual is to highlight the important aspects of the collaborative process. It's organized in five modules: Early Intervention Collaborators, Interagency Collaborations, Family Collaborations, Team Collaborations, and Skills for Collaborations. Each module includes vignettes, information and activities that could be used in preservice or inservice settings. Cost: $10.00

Continuity in early childhood: A framework for home, school, and community linkages

Regional Educational Laboratories Early Childhood Collaboration Network. (1995, November). Washington, DC: Author. This document defines a framework for considering both transitions to educational programs and linkages between early childhood and elementary school services. In training, this document could be used to explore elements of the transition continuum and how they might be achieved. Cost: $15.00.

Determining success in interagency collaboration: An evaluation of processes and behaviors

Harrison, P. J., Lynch, E. W., Rosander, K., & Borton, W. (1990). *Infants and Young Children, 3*(1), 69–78. The results of this study suggest five dimensions that are critical to successful collaborations.

Developing collaborative services for children

Striffler, N., Coughlin, P.A., & Magrab, P.R. (1994). Washington, DC: Center for Child Health and Mental Health Policy, Georgetown University Child Development Center. This workbook suggests a concrete procedure for initiating a cooperative community effort to identify the needs of families and to implement steps toward a goal of providing comprehensive, coordinated services. The formats and froms could be helpful for conducting a self-assessment, evaluating progress, or requesting funds for resources not available in the community. Cost: $5.00.

Evaluating interagency coordination efforts using a multidimensional, interactional, developmental paradigm

Flynn, C. C., & Harbin, G. L. (1987). *RASE, 8*(3): 35–44. The information shared can be used as a training tool, as a guide for the development and evaluation of interagency coordination efforts, and as a conceptual framework.

Expanding partnerships involving colleges and universities in interprofessional collaboration and service integration

Lawson, H.A., & Hooper-Briar, K. (1994). Oxford, OH: The Danforth Foundation and The Institute for Educational Renewal at Miami University. A very interesting resource focuses on partnerships among schools, community agencies, families, and higher education institutions, including community colleges. Lots of examples, lists, mini-cases, and observations to enrich preservice or inservice discussions of existing, emerging, or potential collaborations. Cost: $6.00.

Leadership for local interagency coordinating councils

Morgan, J. L., Guetzloe, E. C., & Swan, W. W. (1991). *Journal of Early Intervention, 15*(3), 255-267. This article offers suggestions for forming councils and leadership characteristics that are essential if such councils are to be effective.

Moving from principles to practice: A resource guide

American Academy of Pediatrics. (1996). Washington, DC: Author. A document designed to provide the practical skills to translate ideals for community-based interagency collaboration into action. It includes exercises to assist community groups in arriving at consensus, examples of current approaches to collaboration, common obstacles to collaboration (and strategies for getting beyond them), and resources to assist with the process. Cost: $8.00.

New opportunities for collaboration: A policy and implementation resources and training manual for the Head Start regulations for children with disabilities

Division for Early Childhood of the Council for Exceptional Children (DEC/CEC), the National Head Start Association, and the Mid-South Regional Resource Center (MSRRC). (1994). Reston, VA: Council for Exceptional Children. This resource is designed to assist in promoting collaboration between Head Start and Part B of IDEA by providing training materials that can promote the consideration of possible linkages. Questions and answers, fact sheets, transparency masters, a side-by-side comparison of Head Start regulations, IDEA regulations, and Head Start Guidance Materials, and a resource directory are provided. Provides great examples for training about aspects of collaboration and legislation. Cost: $17.25 plus shipping.

Putting the pieces together: Comprehensive school-linked strategies for children and families

U.S. Department of Education. (1996, May). Greensboro, NC: SouthEastern Regional Vision for Education (SERVE). This guidebook is designed to help school system representatives, families, and communities in building strong support for the healthy development and learning of children. It offers information and examples on topics including conducting community assessments, finding and developing resources, and moving from vision to action, along with examples of successful collaborations. Cost: Free while copies last. Will be reproduced for a cost.

Together we can: A guide for crafting a profamily system of education and human services

Melaville, A. I., Blank, M. J., & Asayesh, G. (1993, April). Washington, DC: U.S. Government Printing Office. This book, developed jointly by the U.S. Department of Education and U.S. Department of Health and Human Services, leads readers through a five-stage collaborative process with milestones and landmines portrayed through vignettes and case studies. For a copy, call Susan Talley at (202) 219-2129. Cost: Free.

Towards improved services for children and families: Forging new relationships through collaboration

Blank, M. J., & Lombardi, J. (1991, July). Washington, DC: Institute for Educational Leadership. A policy brief that also suggests strategies that communities can take toward collaboration. Cost: $4.50.

What it takes: Structuring interagency partnerships to connect children and families with comprehensive services

Melaville, A. I., & Blank, M. J. (1991). Washington, DC: Education and Human Services Consortium. The sections on guidelines for new partners and assessing the need for interagency partnerships could be easily converted into great training activities.

Legislation

This section describes materials for sharing information about early intervention legislation and policies that affect young children and families.

Primary Resources

Legislation regarding a family-focused approach to early intervention

Laura Henderson

A set of training materials designed to convey information about key concepts of P.L. 99-457, Part H. Included are an overview of module content (includes readings and objectives), a module outline, explanatory material, transparencies, possible instructional sequences and large/small group activities. A take-off of the game show "Jeopardy" allows contestants to compete for points awarded for correct answers to Part H questions. All parts necessary for the game are included.

Date: 1992
Format: Print
Level of Impact: Awareness/Knowledge
Source: Camille Catlett
SIFT, FPG Child Development Center
CB #8185
Chapel Hill, NC 27599-8185
Phone—(919) 966-6635 FAX—(919) 966-0862
Cost: Request from source

Supplemental Resources

Alabama's early intervention system

Alabama State Department of Education, Division of Rehabilitation Services. (1993). Montgomery, AL: Author. This videotape is divided into five segments (child find, evaluation & assessment, IFSP, service coordination, child & parent rights) for ease of use. Segments could be used independently or together to explore aspects of federal and state legislation. Cost: Free.

CEC special education advocacy handbook

Bootel, J.A. (1994). Reston, VA: Council for Exceptional Children. A well-organized resource with basic information and examples specific to special education advocacy and policy making. Clear materials on legislative and regulatory processes, effective communication skills, and the media for use in teaching or coalition building. This is a scaled-down, economy version of CEC's *Political advocacy handbook*. Cost: $17.00.

Early intervention: Essential information for primary health care providers

Shishmanian, E., & Helm, D. T. (1993, September). Boston: Developmental Evaluation Center. This manual, for physicians and primary health care providers, contains esential information about early intervention services for very young children. This information is divided into two sections: the first includes excerpts from the federal law that defines these services and the second relates to the system in Massachusetts. The federal information and several nice case vignettes make this a valuable resource. It could also serve as a model, by replacing the Massachusetts-specific information, for other states to use.

Families on the move

Institute for Child Health Policy. (1992). McLean, VA: National Center for Education in Maternal and Child Health. This 11-minute videotape likens the inter-related components of P.L. 99-457 to the parts of a bicycle. A light overview that could easily be paired with in-depth exploration of specific "parts" of the whole. Call (703) 821-8955 x 254 for a Free copy.

First Steps videotapes

Missouri Department of Elementary and Secondary Education. (1993). Jefferson City, MO: Author. These are companion versions of a videotape designed to share information about Missouri's early intervention program (First Steps). One version *Early intervention for Missouri's families* is designed to share information with family members; a counterpart, Services for Missouri families of infants and toddlers with special needs, is targeted to practitioners. The tapes could be used in personnel preparation to help participants discern differences between the way in which own state and Missouri respond to federal early intervention legislation. Cost: $6.50 includes shipping & handling.

IDEA 1997: Let's make it work

new to 7th

CEC Public Policy Unit. (1998). Reston, VA: Council for Exceptional Children. This new resource on IDEA 1977 answers critical questions and provides a concise summary of the IDEA reauthorization legislation. A good, current resource for teaching or training. Cost: $22.95; $15.95 for CEC members.

New faces of opportunity: A physician's guide to the Maryland Infants and Toddlers Program

Maryland Infants and Toddlers Program. (1993). Baltimore, MD: Author. This publication delineates "opportunities" for physicians within Maryland's Part H program by providing information about efficacy, reimbursement, resources, and—most important— the critical roles that doctors can play. Could be used for training or modified for use by another state. Cost: $5.00.

Political advocacy handbook

Bootel, J.A., & Warger, C.L. (1997). Reston, VA: Council for Exceptional Children. This easy-to-use handbook delineates what motivates policymakers, what catches their attention, and what makes them respond. Through materials designed to demystify policymaking, this resource provides preservice and inservice materials for learning about public policy, the legislative process, and advocacy. Cost: $60.00 for members; $85.70 for non-members.

State legislative leaders: Keys to effective legislation for children and families

Children and Families Program, State Legislative Leaders Foundation. (1995). Centerville, MA: Author. This resource was developed to provide advocates with effective strategies and information for increasing legislative awareness of and emphasis on child and family issues. It offers insights to the way legislators think and act, advocacy techniques, and samples (letters, interviews, etc.). Could be a valuable resource in shaping the next generation of advocates. Cost: Free.

Service Coordination

This section identifies materials for teaching others about case management and service coordination.

Primary Resources

Case management for children's mental health: A training curriculum for child-serving agencies

Irene Nathan Zipper & Marie Weil, Editors

This curriculum, designed for use with case managers, supervisors, service providers and families, provides methods and materials to teach the values, knowledge and skills needed to provide effective service coordination. Fourteen chapters on issues ranging from diversity and cultural competence to teams provide clearly stated goals, measurable objectives, detailed presenter notes, activities and worksheets, reproducible handouts, masters for transparencies, and related readings. These materials address service coordination from the mental health perspective in a manner that could easily be extended for use with diverse (health, education, social services) training audiences.

Date: 1994
Format: Print
Level of Impact: Knowledge
Source: Child & Family Services Branch
Division of MH/DD/SAS
325 N. Salisbury Street
Raleigh, NC 27603
Phone—(919) 733-0598
Cost: $100.00

Overview of family-centered service coordination: Facilitator's guide

Project Copernicus and Department of Individual and Family Resources

This training program is one in a series (*Train the Trainer Series in Family-Centered Service Delivery*) designed to address key issues in family-centered care. The overall format is specific and detailed in outlining the "how to" of facilitating training sessions. The "session at a glance" reviews the approximate time necessary to complete each of the eight activities, which focus on defining service coordination, key elements of family-centered practices, evolution and changes in service coordination, qualities of effective relationships with families, and specific roles/activities associated with service coordination. A structured, step-by-step guide provides facilitators with the purpose, time required, learning strategies, and specific materials needed for each activity, but allows for individualized applications of the materials.

Date: 1992
Format: Print
Level of Impact: Awareness/Knowledge
Source: Pathfinder Resources, Inc.
2324 University Avenue West, #103
St. Paul, MS 55114
Phone—(612) 647-6905
Cost: $12.00

Parents and professionals: Partners in co-service coordination

Peggy Rosin, Amy Whitehead, Linda Tuchman, George Jesien & Audrey Begun

This 20-minute videotape uses stories of three families with young children representing diversity in ethnicity, family structure and disability. The videotape and accompanying discussion guide could be useful in training diverse audiences involved in service coordination in early intervention. As part of a longer sequence of training about service coordination (see below-listed *Partnerships in early intervention*), the videotape could be a discussion starter.

Date: 1993
Format: Videotape and print companion guide
Level of Impact: Awareness/Knowledge
Source: The Early Intervention Program
Waisman Center—Room 231
1500 Highland Avenue
Madison, WI 53705-2280
Phone—(608) 265-2063
Cost: $39.00

Pathways: A training and resource guide for enhancing skills in early intervention service coordination

Peggy Rosin, Meredith Green, Liz Hecht, Linda Tuchman, & Sue Robbins

This curriculum is designed to enhance skills and knowledge to meet the challenges of service coordination for preservice and inservice audiences. The materials include an introduction and four content sections: 1) getting started in the IFSP process; 2) follow-along and implementation of the IFSP; 3) responding to unexpected, immediate needs, or crisis; and 4) facilitating transitions. Each content is further divided into definitions, a framework for enhancing skills and knowledge, personal and interpersonal skills, and integrating skills and knowledge. This multi-faceted resource can be used for inservice training, preservice training, or self-study.

Date: 1996
Format: Print
Level of Impact: Skill/Knowledge
Source: Early Intervention Program
George Jesien, Ph.D., Director
Waisman Center, Room 231
1500 Highland Avenue
Madison, WI 53705
Phone—(608) 265-2063 FAX—(608) 263-0529
E-mail: pathways@waisman.wisc.edu
http://www.waisman.wisc.edu/earlyint/pathways.htm
Cost: $35.00 plus shipping & handling

Supplemental Resources

Case management resource collection

Ohlson, T., Hurth, J., & Hausslein, E. (1991). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. This resource pulls together definitions, principles, local models, approaches, funding, and regulatory guidance. Cost: $6.00.

Family-centered service coordination for early intervention: Parents and professionals

Zipper, I. N., Hinton, C., Weil, M., & Rounds, K. (1993). Cambridge, MA: Brookline. Monograph designed as a resource to assist professionals, parents, programs, localities and states in their work to build effective systems. Cost: $7.00.

First glance: Tips for service coordination

Whitehead, A., Brown, L, & Rosin, P. (1993). Madison, WI: Wisconsin Personnel Development Project. This booklet covers 12 topics related to service coordination such as informal support networks, advocacy, key financial resources and eco-maps. Each section is designed to provide information and additional resources; most could easily be used as training activities. Authored by a parent-professional team, this resource includes useful information for both family members and service providers. Cost: $5.00.

A new role for the early interventionist: Case manager

Lowenthal, B. (1991). *Infant-Toddler Intervention: The Transdisciplinary Journal, 1*(3), 191-198. This article summarizes many of the changes in roles and responsibilities initiated by the new federal legislation.

Pathways in early intervention service coordination

Rosin, P. (1996). Madison, WI: Waisman Center. Videotape illustrates challenges faced in the provision of early intervention service coordination through four scenarios. Accompanying guide highlights key issues, important skills, and provides discussion question and activities for promoting the development of skills in each area. Cost: $80.00.

new to 7th

Pathways trail mix: A collection of ideas and training activities in early intervention service coordination

Rosin, P., Green, M., Hecht, L., & Robbins, S. (1998). Madison, WI: Waisman Center. Here's a new resource for those involved in training personnel in early intervention service coordination. Easy to use large and small group activities (warm-ups, energizers, stories, vignettes, role plays, eco-maps, panels) are provided, along with an extensive bibiliography, tips for trainers, and strategies for supervisors/ administrators. Cost: $35.00

Specific Populations

This section includes instructional resources targeted to audiences including medical personnel, paraprofessionals, practitioners who serve parents with special needs, children infected with HIV, premature infants, and individuals who are homeless.

Health Personnel

Early intervention: The physician's role in referral

Rosalyn Benjamin Darling

This instructional package is designed to be used for inservice education of physicans and includes a 40-minute videotape and accompanying resource manual. The tape, which has been endorsed by physicians, makes viewers aware of parents' need for information and support early in their children's lives. It provides information about communicating with parents of young children with disabilities and making referrals to early intervention programs. The resource manual provides suggestions for use of the materials in formats of varying duration.

Date:	1991
Format:	Videotape with accompanying resource manual
Level of Impact:	Awareness/Knowledge
Source:	Beginnings Early Intervention Services of Cambria County, Inc. 406 Main Street, Suite 201 Johnstown, PA 15901-1815 Phone—(814) 539-1919
Cost:	$32.00 includes postage & handling

Caring for infants and toddlers with disabilities: A self-study manual for physicians

Seklemian, P., Scott, F. G., & Garland, C. (1993, August). Norge, VA: Child Development Resources. This well-designed, competency-based product responds to physician-generated requests for information and skills that will enable them to be full participants in statewide early intervention system. For information about the materials or the training through which they are provided, contact Child Development Resources directly.

Early intervention in Alabama: A guide for physicians

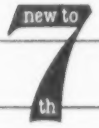
Alabama Department of Rehabilitation Services. (1994). Montgomery, AL: Author. This state-specific compilation could serve as a model for other states in providing essential Part H information to physicians. Sample early intervention forms (Child Find Referral Form, IFSP), key agency contacts (local and state), networks (parent organizations, disability-specific organizations), and toll-free numbers are listed, making this book a useful resource. This publication is free.

Health professions education and relationship-centered care

Tresolini, C.P. & the Pew-Fetzer Task Force. (1994). San Francisco, CA: Pew Health Professions Commission. A nice resource containing some excellent teaching examples of the knowledge, skills, and values essential to providing relationship-centered care. This monograph also contains information on the characteristics of effective medical schools and how more relationship-centered medical training might be implemented. Cost: $12.00.

It wasn't supposed to happen

Nemours Center for Biomedical Communication. (1994). Wilmington, DE: Author. This eight-minute videotape was designed to help families and medical professionals explore ways that information sharing can be done more effectively. Personal messages from family members who have children with rare genetic conditions offer insights about what's helpful, what's hurtful, and the value of parent-to-parent support. Cost: Free of charge to training programs. $24.95 to others.



Managed care maze: What about the children?

Robson, S. (1997). Fairfax, VA: Parent Educational Advocacy Training Center (PEATC). This 30-minute videotape follows several culturally diverse families as they negotiate the health care systems in which their families are part. Through planning and team work, they work together with their doctors to solve problems and develop strategies for dealing with health care bureaucracies. These same illustrations, along with accompanying guides (one for family members and one for physicians), could be used instructionally to discuss and explore managed health care issues. Cost: $33.00 for family members; $53.00 for others (includes postage).

Medical Education Project: Incorporating the principles of family-centered care in physician education

DiVenere, N., & Witkin, K. (1994). Winooski, VT: Parent to Parent of Vermont. This package (video & manual) describes a training model designed to provide medical students with the opportunity to recognize, acknowledge, and, hopefully adjust, their personal beliefs about individuals with disabilities. Objectives, activities, and materials for class-based instruction and family practicum components are provided, along with a description of the experiences of others in using these approaches. Cost: $40.00 for video and manual.

Nurses, physicians, psychologists, & social workers within statewide early intervention systems: Clarifying roles under Part H of the Individuals with Disabilities Education Act

Von Rembow, D., & Sciarillo, W. (1993). Bethesda, MD: Association for the Care of Children's Health. This collection of role clarification papers was developed by Part H and the ICC in Maryland to facilitate the effective participation of representatives of these disciplines in the early intervention system. Cost: $12.50.

Physician technical assistance papers

First Steps (Kentucky's Early Intervention System). (1993). Frankfort, KY: Department of Mental Health/ Mental Retardation, Division of Mental Retardation. These materials were designed to provide practicing physicians with basic information about Part H of IDEA, and the roles and responsibilities of physicians under this legislation. Great examples that could easily be modified. One free copy per state can be ordered from Frankfort Habilitation, 3755 U.S. 127 South, Frankfort, KY 40601.

Homeless

Young children and their families who are homeless: A University Affiliated Program's Response

Taylor, T.D., & Brown, M. C. (1996, August). Washington, DC: Georgetown University Child Development Center. This monograph provides information about approaches to the identifying, referring, and serving young children and families who are homeless. Aside from providing current information about homelessness and its impact on the development of young children, this resource includes two vignettes that could be used for teaching or training. Cost: Free.

Paraprofessionals

Current trends in the use of paraprofessionals in early intervention and preschool services

Striffler, N. (1993). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. This paper synthesizes current thinking, issues and practices related to the use of paraprofessionals in the provision of early intervention services to children with disabilities. Cost: $5.00.

Early childhood: The role of the paraprofessional

Institute on Community Integration (UAP). (1995, November). Minneapolis: Publications Department, Institute on Community Integration, University of Minnesota. This is a well-organized resource for assisting instructors to plan and prepare to teach paraprofessional audiences about key early childhood topics. Each chapter of the facilitator's manual includes student goals, discussion questions, activities, and materials and topics covered include child development, individualized planning, classrooms, families, cross-cultural competence,etc. The participant's manual includes forms, formats, readings, and other information to promote application of the concepts covered. Cost: $25.00 (facilitator's manual); $15.00 (participant's manual).

Parents with Special Needs

Parents with special needs/mental retardation: A handbook for early intervention

Marilyn Espe-Sherwindt, Sandra Kerlin, Christina Beatty & Suzanne Crable

This handbook provides material and strategies that could be helpful in meeting the needs of families in which parents have special needs/mental retardation. The material is divided into five sections: "An Early Intervention Model," "Understanding of Parents with Special Needs/Mental Retardation," "Intervention Principles and Strategies," "Evaluating Progress," and "Resources." This resource will be helpful if you provide training to folks who work with parents with special needs/mental retardation.

Date:	1990
Format:	Print
Level of Impact:	Awareness/Knowledge
Source:	Marilyn Espe-Sherwindt Family Child Learning Center 90 West Overdale Drive Tallmadge, OH 44278 Phone—(330) 633-2055
Cost:	$15.00 includes shipping & handling

Pediatric AIDS

Developmental issues: Children infected with the human immunodeficiency virus

Johnson, C. B. (1993). *Infants and Young Children, 6*(1), 1–10. Treatment and intervention that influence the neurodevelopmental course are discussed.

Pediatric AIDS: A time of crisis

Association for the Care of Children's Health. (1989). Bethesda, MD: Author. This 23-minute video features families caring for children who are HIV positive as they speak about the kinds of services and programs they need to meet the needs of those children in the hospital, at home, and in the community. Highly recommended by family members as an effective training tool. Very emotionally charged content. Cost: $85.00.

Pediatric AIDS Foster Care *NETWORK BULLETIN*

Leake & Watts. (Ongoing). Yonkers, NY: Author. This periodical from the Specialized Foster Care Training and Technical Assistance Project provides current information about working with children who are HIV-positive or have AIDS (914/376-4415). Cost: Free.

Premature Infants

Developmental intervention for hospitalized infants

Georgetown University Child Development Center

This series of ten videotapes is intended to illustrate ways that health professionals and family members can promote the development of hospitalized infants. One set targets development for infants in the neonatal intensive care unit (NICU) and includes modules on "Premie Development," "The Premie and the NICU Environment," "Positioning and Handling the High-risk Infant," "The Growing Premie," "Helping Families," "Parenting the Acutely Ill Infant," and "Parenting the Growing Premie." The other set focuses on the pediatric unit and includes modules on "Promoting Development," "Helping Families," and "Parenting the Infant with Prolonged Hospitalization." Each videotape is accompanied by a study guide that provides learner objectives, an overview, related activities, additional resources and a pre-/post-test. Developed by Georgetown's UAP and Department of Neonatology.

Date:	1991
Format:	Videotape (9-15 minutes) with accompanying study guides (print)
Level of Impact:	Awareness/Knowledge
Source:	Polymorph Films 118 South Street Boston, MA 02111 Phone—(800) 223-5107 or (617) 542-2004
Cost:	One title—$175.00 to purchase; $50.00 to rent Any 3 titles—$375.00 to purchase Complete series—$375.00 (free previews are available)

Supporting families and their prematurely born babies: A guide for training care providers

Valerie Thom, Gloria Krahn, B. John Hale, Margaret Keller, Marilyn Hartzell & Anne Mette Smeenk

This training guide and the accompanying videotape are intended for training medical, allied health care, and early intervention providers who work with biologically high-risk infants and their families. The guide contains five training modules in each of two units. Unit 1 (Infants, Families and Providers) offers sections on P.L. 99-457, infant competency, individual differences, and emotional milestones, parental perceptions and family dynamics, providers' issues, and community networks. Unit 2 (The Preterm Experience) presents units on medical terminology, parenting experiences in the NICU, preterm infant development, parent-infant interaction and approaches to family support. The videotape is divided into five segments of which the fifth segment is both the most current and the most relevant to training.

Date: 1990
Format: Print and videotape
Level of Impact: Awareness/Knowledge
Source: CDRC Publications
c/o Margaret M. Keller
CDRC/OHSU
P.O. Box 574
Portland, OR 97207-0574
Phone—(503) 494-7634
Cost: $80.00 includes shipping & handling

Prenatal Exposure

The future of children: Drug exposed infants

Center for the Future of Children, The David and Lucile Packard Foundation. (1991). Los Altos, CA: Author. This issue presents information on the medical/phamacologic and long term development effects of prenatal exposure to legal and illegal substances, including cigarettes, alcohol, heroin, narcotics, marijuana, and cocaine. It also offers viewpoints from child welfare, law, economics, and ethics professionals on the service implications, cost implications, and possible responses to working with families whose infants are drug-exposed.

Resources related to children and their families affected by alcohol and other drugs

Hargrove, E., Daulton, D., Melner J., & Shackelford, J. (1994). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. This resource guide describes a variety of resources that serve young children and their families affected by substance use. It is organized into three sections: national training and information resources; state programs and agencies; and federal funding sources. Cost: $5.00.

Special Health Needs

Medically fragile infants and toddlers: An interdisciplinary training curriculum

JFK Center for Developmental Disabilities

This curriculum recognizes that there are different priorities, resources and schedules across different training settings (including preservice vs. inservice) and is structured to be flexible. It includes seven topical modules: "Overview," "Family Adjustment and Family-centered Services," "Interdisciplinary Team Assessment," "Interdisciplinary Team Intervention," "Feeding Problems," "Service Coordination," and "Community Integration." Intended for implementation by an interdisciplinary training team, it includes learning objectives, topics, notes, bibliographies, discussion questions and additional activities for each module. While the primary mode for training is lecture, ideas and resources could easily be modified into more interactive options.

Date:	1994, June
Format:	Print
Level of Impact:	Awareness/Knowledge
Source:	Hal C. Lewis JFK Center for Developmental Disabilities University of Colorado Health Sciences Center 4200 East 9th Avenue, Box C-234 Denver, CO 80262 Phone—(303) 270-8826 FAX—(303) 270-6844
Cost:	$15.00 includes postage & handling

Children with special health needs: Bibliography of selections

National Center for Education in Maternal and Child Health. (1993). Arlington, VA: Author. This uncopyrighted (i.e., free reproducible) guide includes a descriptive overview of federal and state programs for children with special health needs, an annotated list of current publications, a list of organizations that can provide additional information and a list of state directors of programs for children with special health needs. The section on Financing Services is particularly helpful in identifying resources on funding for families. Cost: $5.00.

Child Find

Communicating with primary referral sources: A synthesis report

Berman, C., & Melner, J. (1992). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. Report is designed to assist Part H state officials in identifying appropriate approaches and resources to support Part H child find and public awareness requirements. Cost: $5.00.

Collaboration

Building systems

Association of Maternal and Child Health Programs. (1993, December). McLean, VA: National Maternal and Child Health Clearinghouse. This report is the result of an extensive national survey to describe Title V activities in early intervention and identify perceived barriers to collaboration between Part H and Title V. It offers interesting insights on the subjects of interagency planning, goal setting and systems change. Cost: Free.

Efficacy

Florida's children: Their future is in our hands

Florida State University, Center for Prevention and Early Intervention Policy. (1994). Tallahassee, FL: Author. This is a handbook on the causes and costs of preventing disabilities and at-risk conditions in young children through educational, maternal and child health programs that work. It presents useful and compelling data useful to trainers, policy makers and advocates, and offers a format that could be helpful to other states and regions. Cost: $15.00.

The effectiveness of early intervention

Guralnick, M.J. (Ed.). (1997). Baltimore: Paul H. Brookes Publishing Co. This book summarizes and interprets research and program outcomes in early intervention since the passage of P.L. 99-457. It provides direction for second-generation research in the field and a background for understanding and addressing many aspects of early intervention service delivery. Cost: $79.00.

RIDE project: Early intervention

Ohio Valley Educational Cooperative. (1996). LaGrange, KY: Author. This is a 20-minute videotape designed for community agencies and practitioners to increase awareness of the importance and effectiveness of early intervention. Perhaps the best feature of this tape is a pediatrician's description of the research basis for and cost effectiveness of early intervention. Cost: Limited copies are available at no cost from Darlene Hilsenbeck at (502) 222-4573, x25.

Eligibility

State and jurisdictional eligibility definitions for infants and toddlers with disabilities under IDEA

Shackelford, J. (1998, January). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. A major challenge to policy makers in implementing the Early Intervention Program for Infants and Toddlers with Disabilities (Part C) is determining who is eligible for services. This paper discusses how the 50 states and 7 jurisdictions that participate define developmental delay and at-risk. This is a handy resource for considering or exploring a variety of cost and service delivery issues. Cost: $3.00.

Financing

NECTAS information update on health care reform

National Early Childhood Technical Assistance System Health Care Reform Work Group. (1994, April). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. A handy collection of resources on health care reform, with emphasis on the perspectives of families and advocates. Cost: $6.00.

Projecting the costs of early intervention services: Four states' experiences

Perry, D. F. (1993). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. This publication was inspired by frequent questions from states seeking to determine the cost of implementing Part H and requesting data from NECTAS that could be used to answer questions from their legislature or budget office. The examples are intended to serve as methodological models for states undertaking cost studies, or as a gauge for states to measure estimates that they have received. $5.00

Implementation

Implementing early intervention: From research to effective practice

Bryant, D. M., & Graham, M. A. (Eds.). (1993). New York: The Guilford Press. This book was published to express the most current thinking of researchers in the major areas of early intervention. Lots of data, theory, and questions that could be used as effective background information for discussion of applications and policy development. Cost: $36.00.

Monitoring & Evaluation

Alaska Early Intervention/ Infant Learning Program monitoring tool

Alaska Department of Health and Social Services. (1994). Fairbanks, AK: Author. This resource captures the program monitoring process and instrument used by the state of Alaska. The underlying philosophy of the standards reflected in these materials is that within certain guidelines, programs must have the flexibility to address issues in accordance with community and family norms. The examples could be used as a model by other states, as exercises for inservice training, or as teaching examples for students. Cost: Free from source.

Charting change in infants, families and services: A guide to program evaluation for administrators and practitioners

ZERO TO THREE/National Center for Clinical Infant Programs. (1987). Arlington, VA: Author. This booklet describes the benefits of families and professionals engaging in ongoing evaluation to help answer the question, "What are our early intervention programs achieving?" Cost: $4.00.

Part B Services

Section 619 Profile

deFosset, S., & Carlin, M. (1996). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. A profile representing information from all 60 states and jurisdictions reflecting their major state activities related to Part B-Section 619. Cost: $5.00.

Part C

Part H updates

National Early Childhood Technical Assistance System (NECTAS) and the Office of Special Education Programs (OSEP). (1998, January). Chapel Hil: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. This publication assembles a variety of information on the policies and practices in the states and jurisdictions that participate in the Program for Infants and Toddlers with Disabilities of IDEA. It has resource material on implementation of Part C services (definitions, managed care activity, age focus, etc.) and a clean copoy of the IDEA Amendments of 1997. Cost: $12.00.

Personnel Development

Faculty directory

Wisconsin Higher Education Consortium on Early Intervention. (1994). Madison, WI: Wisconsin Personnel Development Project. This directory is part of Wisconsin's strategy for engaging higher education representatives in addressing personnel preparation. It illustrates a format for identifying individuals who could be drawn on in a variety of ways—including interdisciplinary and inservice training.

The speakers bureau directory

Maryland Infants and Toddlers Program. (1991). Baltimore, MD: Maryland Infants and Toddlers Program. A statewide directory designed to disseminate information about resources that are available to provide expertise on diverse topics in early intervention. Cost: $5.00.

Personnel Shortages

Shortages in professions working with young children with disabilities and their families

Hebbeler, K. (1994). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. This monograph provides professionals, advocates, parents, administrators, program planners and policy makers with the best available information with which to formulate a strategic response to the shortages of early intervention personnel. This paper examines national data on the current work force, describes current shortages in five key disciplines and discusses possible responses to the problem. Cost: $5.00.

Planning

Early intervention self-assessment and planning guide on family-centered services and interagency collaboration: Facilitator's manual

Wisconsin Personnel Development Project. (1992). Madison, WI: Wisconsin Personnel Development Project. Document contains a series of activiites designed to stimulate discussion about how birth-to-three program requirements and "best practices" are being implemented in local communities.

The planning process: Key elements and stages

Costly, J. B. (1993). Boston: The Center for Career Development in Early Care and Education. This document is designed to facilitate collaborative state planning for career development systems.

Policy Implementation

Handbook for ethical policy making

North Carolina Institute for Policy Studies. (1992). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center. The original purpose of this handbook was to provide appropriate information that can be used by policy boards in the development and writing of guidelines for implementation of Part H. However, the vignettes, examples and ideas provided could easily be modified for use in assisting diverse preservice and inservice audiences to appreciate the complexities of the key issues in family-centered policy design. Cost: $7.50.

The study of federal policy implementation: Infants/toddlers with disabilities and their families

Gallagher, J. J. (1993). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, Carolina Policy Studies Program. This document is a synthesis of the efforts by states to implement Public Law 99-457, Part H with particular emphasis on the areas of eligibility, policies for families, personnel preparation, finance, interagency coordination, health coordination and data systems. Cost: $5.00.

Recommended Practices

DEC recommended practices: Indicators of quality in programs for infants and young children with special needs and their families

Division for Early Childhood, Council for Exceptional Children. (1993). Reston, VA: Division for Early Childhood, Council for Exceptional Children. Document includes recommended practices in assessment, family participation, IFSPs/IEPs, service delivery models, general curriculum and intervention strategies, discipline-specific interventions, transition, personnel competence, program evaluation and programs for children who are gifted. Cost: $23.00.

Guidelines for preparation of early childhood professionals

new to 7th

National Association for the Education of Young Children (NAEYC), Division of Early Childhood of the Council for Exceptional Children (DEC/CEC), & National Board for Professional Teaching Standards (NBPTS). (1996). Washington, DC: NAEYC. This book combines into one source the early childhood profession's agreed-upon standards for teacher preparation, including NAEYC guidelines to help institutions develop preparation programs and guide states in teacher licensure, standards for preparation of early childhood educators/special educators, and licensure recommendations. Cost: $5.00.

National standards for nursing practice for early intervention services

American Nurses Association. (1993, October). Lexington,KY: University of Kentucky. Developed to describe nursing's scope of practice and develop standards supportive of nursing's diverse and significant contributions to the care of infants, young children and families. Cost: Free.

Technical Assistance

Lessons learned: Provision of technical assistance to states

Pizzo, P., Griffin, A., Keith, H., Argenta, D., & Szanton, E. (1993, April). Arlington, VA: ZERO TO THREE/ National Center for Clinical Infant Programs. This monograph shares the findings of technical assistance provided under the Better Care for the Babies (BCTB) Project. It reports on lessons learned about the technical assistance that was provided (in attempts to improve the quality of infant child care), and offers insights that could be used to assist state planning. Cost: $9.00.

Tracking Systems

Keeping track: Tracking systems for high-risk infants and young children

Berman, C., Biro, P., & Fenichel, E. S. (Eds.). (1989). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs. Document shares state-of-the-art development and refinement in tracking systems. Cost: $15.00.

Warning signals: Basic criteria for tracking at-risk infants and toddlers

Blackman, J. (1986). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs. Identifies criteria to consider in establishing tracking systems for infants and toddlers who are at risk for developmental delays. Cost: $3.50.

Teams

This section includes materials for promoting teamwork.

Primary Resources

Interdisciplinary teamwork: A guide for trainers and viewers

Virginia Institute for Developmental Disabilities

This two-part video emphasizes the effects of team process on the recipients of team service, young children with disabilities and their families. Both segments provide the opportunity to see a team in action, first not functioning effectively (Part 1: A Team in Name Only) and then learning to work together (Part 2: Becoming an Effective Team). The video and training guide were designed to facilitate discussion and analysis of both positive and negative team processes (disagreement among team members, not honoring family priorities, using jargon, etc.). The guide provides background information, training objectives, a content outline, and suggested learning activities which can be for preservice or inservice training.

Date: 1990
Format: Print with two accompanying videotape segments (22 minutes each)
Level of Impact: Awareness/Knowledge
Source: Child Health and Development Educational Media
CHADEM
5632 Van Nuys Blvd., Suite 286
Van Nuys, CA 91401
Phone—(818) 994-0933 FAX—(818) 994-0153
Cost: $65.00

Interprofessional collaboration modules

Judith Allender, Karen T. Carey, Juan Garcia Castanon, Betty Garcia, Berta Gonzalez, Giri Hedge, Adrienne Herrell, Ronald S. Kiyuna, Cherie Rector, & Joan Henderson-Sparks

This is a great new resource for addressing some of the most challenging aspects of teamwork. Six modules cover the topics of defining interprofessional collaboration, listening and mediating conflict, interprofessional team building, interprofessional work with children and families, multicultural issues, and community issues. Each module includes goals, objectives, key terms, teaching methods and content outline, support materials, references, and evaluation forms.

Date: April 1997
Format: Print
Level of Impact: Knowledge/Application
Source: Teaching Research Division
Western Oregon State College
345 N. Monmouth Avenue
Monmouth, OR 97361
Phone—(503) 838-8794
Cost: $25.00 plus postage & handling

Skills inventory for teams (SIFT)

Corinne Garland, Adrienne Frank, Deana Buck, & Patti Seklemian

The SIFT is an inventory of skills needed to function as part of an early intervention team. The instrument is divided into Team and Team Member sections. The Team section examines overall team functioning; the Team Member section examines individual teamwork skills. Each section is organized with a screening scale and an assessment checklist. The screening scales help teams and individual team members identify key areas of need and strength regarding teamwork. The checklists then help clarify and prioritize for improvement in the targeted areas. Directions and forms are provided, along with forms for creating development plans. This instrument could be a valuable team-based decision-making activity.

Date: 1992
Format: Print
Level of Impact: Awareness/Knowledge
Source: Child Development Resources Training Center
150 Point O' Woods Road
Norge, VA 23127-1280
Phone—(804) 566-3300 FAX— (804) 566-8977
Cost: $24.95 plus shipping & handling

Stages of team development

Project Vision

This 32-minute videotape opens with an overview of the stages of team development: forming, storming, norming and performing, with information about what can be expected at each phase. These concepts are further defined by showing a group in the process of endeavoring to become a team. Four distinct segments of this group's interactions, each representing a phase of team development, are presented, followed by a recap of the key concepts. This videotape, which shows successful group problem-solving, positive parent participation, and shared learning from different viewpoints, could easily be used in conjunction with "A Team in Name Only"(above), which illustrates miscommunications and absence of collaboration. Selected portions of the tape could also be used in training to illustrate skillful group facilitation and successful conflict resolution.

Date:	1994
Format:	Videotape
Level of Impact:	Awareness/Knowledge
Source:	Jennifer Olson/Karen Durst Idaho Center on Developmental Disabilities University of Idaho Moscow, ID 83843 Phone—(208) 885-3588 FAX (208) 885-3628
Cost:	$65.00 plus $5.00 postage & handling

new to 7th

Teaming

Jennifer Olson & Cari Lee Murphy

These multi-faceted materials were developed as part of the BEST (Building Effective Successful Teams) series. Key to the set is the training manual, which includes eight chapters covering team development, roles, group norms, communication, conflict management, goal setting, effective meetings, and action planning. Each chapter is packed with information, activities, questionnaires, and other materials for addressing the content. Three related videotapes (*Navigating new pathways: Obstacles to Collaboration, Stages of group development: Overcoming roadblocks to team development, and Navigating new pathways: Effective meetings*) and a facilitator's guide complete the package, which was designed to be offered as a 30-hour self-directed course. A workbook for an abbreviated version of the same program (15 hours) is also available. An introductory video, *Teaming: The BEST Way*, which was produced solely for promotional value, highlights in 10 minutes the key features of the inservice training model which has rich materials and ideas for preservice and inservice training.

Date:	1997
Formal:	Print, videotape
Level of Impact:	Knowledge/Application
Source:	Jennifer Olson Early Childhood Resources PO Box 8933 Moscow, ID 83843 Phone—(208) 885-3588 FAX—(208) 885-3628
Email:	jenn@uidaho.edu
Cost:	Training Manual (minimum order of 3) $34.95 Facilitator's Package (3 videos plus facilitator's guide) $25.00

Supplemental Resources

Administrative [team] challenges in early intervention

Garland, C. W., & Linder, T. W. (1994). In L. Johnson, R. J. Gallagher, M. J. LaMontagne, J. B. Jordan, J.J. Gallagher, P.L. Hutinger, & M.B. Karnes, (Eds.), *Meeting early intervention challenges: Issues from birth to three* (2ND ed.). Baltimore, MD: Paul H. Brookes. This chapter deals with aspects of teamwork in early intervention, including administrative aspects of teaming and transdisciplinary teamwork. Cost: $30.00.

Collaborative working relationships

Elder, J.O. (1994). Minneapolis, MN: Carlson Learning Company. The activities and formats included in this two-part resource address key areas of getting people to work together effectively, including understanding and appreciating differences, motivation for collaboration, and roles and responsibilities for collaboration. The facilitator's manual provides all instructinal materials for delivering four 3-1/2 hour modules, including interactive learning activities and transparency masters. The accompanying participant's workbook contains 35 interactive projects and assessment tools, the *Personal Development Profile* (a learning instrument to identify work behavioral strengths), and a supplemental reading list. Cost: $156.50 (includes two manuals, postage & handling).

Facilitator's guide to participatory decision-making

Kaner, S. (1996). Gabriola Island, British Columbia: New Society Publishers/Canada. This 8-chapter source book offers methods, skills and tools for supporting groups in working together to make wise decisions. Clear useful ideas and materials for encouraging full participation, promoting mutual understanding, fostering inclusive solutions, and teaching new thinking skills are provided. Cost: $24.95.

Family-centered Integrated Teamwork (FIT) model

Aveno, A., Stewart, A., Voorhees, M., Landon, T., Huffman, D., & Klein, A. (1991). Charlottesville, VA: University of Virginia, Department of Curriculum, Instruction, and Special Education, Special Projects Office. These materials were developed to increase family involvement and effective teamwork in programs serving children with severe developmental delays. Project resources, which include a directions manual, sample goals and practices, and sample materials are designed to offer step-by-step guidelines and training to assist agencies and public schools to develop practices and materials that embrace the values of family-centeredness and integrated teamwork. Cost: $21.00.

Improving work groups

Francis, D., & Young, D. (1992). San Diego, CA: Pfeiffer & Company. Materials focused on the underlying concepts of working teams include 25 activities that enable teams to work through "blockages" and other elements that inhibit success. One tool, the Team-Review Survey, contains statements related to team effectiveness that can be used to assess team functioning, strengths, and barriers. Cost: $34.95.

Leadership: The vision beyond the doorway

Collaborative Services Inservice Demonstration Project. (1997). Farmington, CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center. Materials with which to explore new ways of working together, creative ways of funding that work, and innovative ways to use teaching and training to support those new ideas are included in this manual. It includes seven modules on specific aspects of teamwork and collaboration, including leadership, strategic planning, managing change, overcoming barriers, and changing public policy. Each module includes information, activities, and additional resources that could be used for teaching, training, or personal development. Cost: $20.00.

Navigating new pathways: Obstacles to collaboration

Olson, J. (1994). Moscow, ID: Idaho Center on Developmental Disabilties, University of Idaho. This 15-minute videotape is organized in five short scenarios that reflect different team challenges in a sample inclusive Head Start classroom. No pat answers are provided, but lots of opportunities for discussion of team challenges in areas including communication, roles, planning, differing philosophies, and training. Cost: $75.00.

Overcoming roadblocks to team development

Olson, J. (1994). Moscow, ID: Idaho Center on Developmental Disabilities, University of Idaho. This videotape is the sequel to *Stages of Group Development* (see above). It helps groups recognize common roadblocks to team development and then reviews four strategies for overcoming these roadblocks. This video could be used to assist self-awareness and problem-solving for students or practitioners. Cost: $75.00.

Parker Team Player Survey

Parker, G. M. (1991).Tuxedo, NY: XICOM. This instrument allows you to identify and understand your primary style(s) and strengths as a team player. A great resource for helping team members recognize their contributions and plan to increase overall team effectiveness. Cost: $5.50.

The story of the goose

Training Resource Center/NJDA. (1992). Richmond, KY: Eastern Kentucky University. This four-minute video tells the story of how geese have developed a model of team work and cooperation that can be an inspiration to even the most cynical. Cost: $65.00.

Teams in early intervention

Beam, G. C., Laurel, M., Dominguez, M. S., Oetter, P. & Westby, C. (1996). Albuquerque, NM: Training and technical Assistance Unit/NM UAP. This set of six instructional modules was designed to promote effective interdisciplinary practices for service providers and family members who are part of early childhood education, health, and assessment teams. Two modules are generic (introduction, team culture) and four are population-specific (family, speech-language pathology, healthcare professional, occupational/physical therapy). and team culture. Instructional materials are clearly designed and include objectives, sample training agendas, overheads, handouts, activities, and games. All modules are useful for inservice or preservice training, but the team culture module is particularly good. Cost: $60.00 (all six modules).

Team-building source book

Phillips, S.L., & Elledge, R.L. (1989). San Diego, CA: Pfeiffer & Company. Fully-reproducible activities and materials for a single team building exercise or a sequence of team building events. Eleven modules of varying length (15 minutes to three hours) are included on aspects of teamwork, each complete with objectives, instructions, sample assessment materials, and handouts. Cost: $89.95.

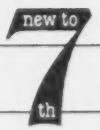
Thomas-Kilmann conflict mode instrument

Thomas, K. W., & Kilmann, R. H. (1991). Tuxedo, NY: XICOM. Instrument for examining how individuals deal with situational conflict and for planning conflict-resolution approaches. Cost: $5.50.

Transdisciplinary play-based intervention

Linder, T. W. (1993). Baltimore, MD: Paul H. Brookes Publishing Co. This monograph provides creative strategies for promoting cognitive, social-emotional, communication and language, and sensorimotor development. Using the Transdisciplinary Play-Based Intervention (TPBI) Planner, team members can choose activities to design individualized family service plans and individualized education programs. Cost: $49.00.

Transdisciplinary teaming in the preschool classroom



Early Childhood Collaborative Services Project. (1996). Farmington, CT: Division of Child and Family Studies, Department of Pediatrics, University of Connecticut Health Center. This is a concise package of ideas for addressing transdisciplinary issues within the context of the preschool classroom. Information, activities, handouts, and strategies are provided. Cost: $6.00.

Transdisciplinary teamwork and integrated therapy: Clarifying the misconceptions

York, J., Rainforth, B., & Giangreco, M. F. (1990). *Pediatric Physical Therapy*, *2*(2), 73-79. This article can be a great training resource for a small group brainstorming process because it looks at common misconceptions and provides clarifications.

Transitions

This section offers material that can be used share information about transitions in early childhood/early intervention.

Primary Resources

Project STEPS (Sequenced Transition to Education in the Public Schools) training manual and training module handouts

Beth Rous

The STEPS training manual provides materials for persons wishing to offer training on any or all aspects of community-wide systems of transition. The manual includes an overview of the STEPS model, description of training materials, overhead and handout masters, a guide for trainers in presenting visual and handout information, guidelines for time allotments, and sample agendas. As the STEPS model relies heavily on a "team approach" to training, much emphasis is placed on effective team meetings, community team development, and team building.

Date: 1997
Format: Print
Level of Impact: Awareness/Knowledge
Source: Project STEPS Dissemination Center
Human Development Institute
202 Mineral Industries Building
University of Kentucky
Lexington, KY 40506-0051
Phone—(606) 257-9117 FAX—(606) 257-4353
Cost: $50 (training manual)
$25 (training module handouts)

Supplemental Resources

Bridging early services for children with special needs and their families

Rosenkoetter, S. E., Hains, A. H., & Fowler, S. A. (1994). Baltimore, MD: Paul H. Brookes. This manual provides guidelines for meeting federal requirements, shares models that demonstrate how planning benefits all involved in an early childhood transition, and explains how to ensure successful transitions through a variety of strategies. Cost: $24.00.

Building bridges to kindergarten: Transition planning for children

Rosenkoetter, S., Hains, A.H., & Streufert, C. (1997). McPherson, KS: Bridging Early Services Transition Project. This 16-minute videotape and companion guide entitled *It's a big step* are intended to assist community-based collaboration to promote effective transitions. The materials support a process through which community planners could come together, assess the positive transition practices in place, and determine additional actions or events to improve current practices. Cost: $18.50 (videotape and guide).

A collaborative model for providing support to parents during their child's transition from infant intervention to preschool special education public school programs

Hanline, M. F., & Knowlton, A. (1988). *Journal of the Division for Early Childhood, 12*(2), 116-125. Timelines, worksheets and evaluations for making the process more family-centered.

Making a difference

Chapel Hill Training and Outreach. (1995). Chapel Hill, NC: Author. This 20-minute videotape was developed through one of 32 federally-funded programs for supporting Head Start children in making successful transitions to kindergarden. The film illustrates how schools, communities, families, college volunteers, and agencies (housing, YMCA, police) can work together, with strong emphasis on outreach and family support. Cost: $40.00.

Passages: Providing continuity from preschool to school

SERVE (Southeastern Regional Vision for Education). (1995). Using examples from day care programs, Head Start programs, and public schools throughout the southeast, this 32-minute videotape illustrates key concepts of transitions that promote school success for young children (developmentally appropriate practices, cultural congruity, interagency collaboration, multi-age groupings, cooperative learning, site management, family involvement, and preschool/kindergarden continuity). Pleasant footage provides basic facts in an engaging manner. Cost: $19.95.

Project STEPS university packet

Rous, B. (1995). Lexington, KY: Project STEPS Dissemination Center. This packet was developed to assist faculty in addressing transition content as part of their course work. It contains overview information about transition, recommended practices from the STEPS project in the areas of administration, staff involvement, family involvement and child preparation, overheads, and handouts. Cost: $3.00.

TEEM: A manual to support the transition of young children with special needs and their families from preschool into kindergarten and other regular education environments

Ross-Allen, J., & Conn-Powers, M. (1991). Burlington, VT: Center for Developmental Disabilities. The TEEM (Transition into the Elementary Education Mainstream) manual describes a model which has enabled Vermont families and professionals to collaboratively develop transition procedures resulting in successful integration. Best practices and critical activities are identified; recommended procedures, strategies and examples are offered and can be modified for use in other states.

Terrific transitions: Ensuring continuity of services for children and their families

Southeastern Regional Vision for Education (SERVE). (1997). Tallahassee, FL: SERVE. This resource booklet was designed to assist caregivers, educators, and parents in improving transitions and creating continuity of services for children, ages 0-8, and their families. This is an easy-to-read resource guide that includes a brief history of the transition movement, checklists, strategies, samples for promoting continuity, and a list of suggested resources. Cost: $6.00.

Transition: A time for growth

Rosenkoetter, S., Hains, A.H., & Streufert, C. (1997). McPherson, KS: Bridging Early Services Transition Project. A positive, informative 12-minute videotape with strategies for transitioning children (with or without special needs) from preschool to kindergarten. Some of the strategies illustrated include visits to receiving sites by children and families, creating portfolios to accompany children to receiving sites, and transition fairs. Specific considerations for urban and rural settings are addressed. A companion booklet, *Step Ahead at Age 3*, is available in English or Spanish. Cost: $30.00.

Transition to preschool

Interagency Council for Early Intervention, Riverside/San Bernardino Counties. (1993). Riverside, CA: Inland Counties Health Systems Agency. This 7-minute videotape and accompanying *Preschool Transition Guidebook* highlight key transition issues for family members and service providers. While the material refers to some California-specific programs, the issues are illustrated in a manner that could apply anywhere. The guidebook and videotape are *available in Spanish*, and all materials may be freely reproduced.

Family Participation

This section includes materials that can support the involvement of family members in different aspects of early childhood intervention, including leadership, advocacy, personnel preparation, and program design and development.

Primary Resources

Parents together:
A manual for parents of children with special needs

The Exceptional Children's Assistance Center (ECAC)

This compilation provides clear, concise information and examples for sharing information about many aspects of special education. Chapters are devoted to issues including: "What is special education?," "IDEA," "The Special Education Process," "When you Disagree, Records/Record Keeping," "Documentation and Letter Writing," "Communication Skills," "Evaluation," and "IEP." Materials could easily be used to structure training around these issues. While the emphasis is clearly on older children, much of the content would be useful to families with infants and toddlers. This resource comes highly recommended by family members.

Date:	June 1992
Format:	Print
Level of Impact:	Awareness/Knowledge
Source:	Exceptional Children's Assistance Center (ECAC) P.O. Box 16 Davidson, NC 28036 Phone—(704) 892-1321 FAX—(800) 962-6817
Cost:	$6.00

Vanderbilt Family Empowerment Project: Family group curriculum manual

Craig Ann Heflinger, Jan Anderson, Joann Digby, Charles Grubb, & Carolyn Williams

This manual, developed through the Vanderbilt Family Empowerment Project, provides all materials necessary to conduct a training program designed to enable parents to become collaborators in their children's mental health treatment. The materials are organized in three modules, focused on **knowledge** (of the service delivery system, assessment, and rights), services efficacy (reinforcing the motivation for changing parents' behavior and relationships to the service provider), and **skills** (in areas including assertiveness, communication, and goal setting). While these materials were originally designed to provide training to families who had children with mental health needs, they have much broader application. Most activities and assignments could be easily modified for any audience.

Date: 1994
Format: Print
Level of Impact: Awareness, Knowledge
Source: Resource Specialist
Center for Mental Health Policy
Vanderbilt Institute for Public Policy Studies
1207 18th Avenues South
Nashville, TN 37212
Phone—(615) 322-8207
Cost: $15.00

Supplemental Resources

After the tears

Simons, R. (1987). Orlando, FL: Harcourt, Brace, Jovanovich Publishers. This collection of stories from families on raising a child with a disability, interspersed with ideas and suggestions, can provide insights for family members or professionals. Cost: $9.00.

And miles to go . . .

Gilgen, M. (1994). Boise,ID: Idaho Infant and Toddler Program. This guidebook for parents of infants and toddlers with special needs clearly illustrates, through words and pictures, a pathway through the world of early intervention services. In categories that range from "finding yourself lost, without a map" to transitioning to preschool services, this resource offers helpful information, points for consideration, and examples other family members. Cost: Free.

Assuring the family's role on the early intervention team: Explaining rights and safeguards

Hurth, J.L., & Goff, P.E. (1996). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center, NECTAS. This monograph is a synthesis of innovative practices and ideas for explaining procedural safeguards to families. It provides a step-by-step model that could provide useful information and practice to adminstrators, providers, or family members. Cost: $6.00.

Co-instruction: A case study

Whitehead, A., & Sontag, J.C. (1994). Madison, WI: The Early Intervention Program. This publication, intended to provide guidance to those who are interested in parent-professional collaboration in an academic setting, describes the process of co-instruction undertake by the authors (a professor and a parent of a child with a disability). The course syllabus, objectives, structure/approach, and accompanying materials are provided, along with instructor reflections and recommendations. Cost: $5.00.

Coping with the challenges of disability

Blue-Banning, M., Santelli, B., Guy, B., & Wallace, E. (1994). Lawrence, KS: Beach Center on Families and Disability. These materials were designed to share information with parents or primary caregivers of children with disabilities about cognitive coping strategies. The content, presenter guidance, activities, and family stories are diverse, engaging, and clearly presented. They provide information about ways that families of children with disabilities cope with their experiences, with preservice or inservice audiences. Cost: $11.50.

Developing and maintaining mutual aid groups for parents and other family members: An annotated bibliography

Stuntzner-Gibson, D., Koroloff, N.M., & Friesen, B.J. (1990). Portland, OR: Portland State University Research and Training Center. This monograph was developed to provide resources to family members and professionals. The books, articles, handbooks, conference proceedings, and newsletters included address key issues including organizing and developing parent support groups and self-help groups and professionals' roles in parent support groups and self-help groups. Cost: $7.50.

Dictionary for parents of children with disabilities

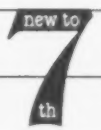
The M.V.P. (Most Valuable Parent) Project. (1993, June). Gregory, SD: South Dakota Parent Connection. This dictionary includes terminology used within the fields of testing/evaluation, early intervention, special education and related services, medical and therapeutic services, family supports and resources, vocational training, guardianship, and insurance. Parents may order copies at no charge.

Essential allies: Families as advisors

Jeppson, E.S., & Thomas, J. (1995). Bethesda, MD: Institute for Family-Centered Care. This book has lots of very practical information, illustrations, and resources for supporting family involvment in advisory activities, including training. Developed to "help bridge the gap between providers' past training and new expectations of collaboration and partnership with families," this publication succeeds in a big way. Cost: $17.50.

The *Exceptional Parent* 1996 resource guide: Directories of national organizations, associations, products and services

(1996). *Exceptional Parent, 24*(1), 1-80. This annual publication provides information about and addresses/phone numbers for resources that range from parent training and information centers to state assistive technology programs.



Families as advisors: A training guide for collaboration

Jeppson, E.S., & Thomas, J. (1997). Bethesda, MD: Institute for Family-Centered Care. New collegial relationships among families and practitioners bring opportunities to increase the responsiveness of programs and institutions, and also demand new attitudes and skills. The eight training activities included in this guide were designed to encourage dialogue and promote creative thinking related to families in advisory roles. Activities use a number of approaches (brainstorming, large and small group discussion, individual reflection) that should appeal to different types of learners. This is a nice companion to the earlier publications, *Essential Allies: Families as Advisors* and *Words of Advice: A Guidebook for Families Serving as Advisors.* Cost: $10.00.

Families in program and policy

Wells, N., Anderson, B., & Popper, B. (1993). McLean, VA: National Maternal and Child Health Clearinghouse. This publication summarizes the results of a national survey to determine the kinds and amounts of participation by parents and other family members in Title V Children with Special Health Care Needs (CSHCN) programs. Information included about the benefits and challenges of family involvement could be very useful in planning and training. Cost: Free.

Family involvement in policy making

Koroloff, N., Hunter, R., & Gordon, L. (1995). Portland, OR: Portland State University Regional Research Institute for Human Services. This monograph summarizes the findings of Families in Action, a five-year project to learn from the experiences of parents and other family members of children with emotional disorders who served as members of policy-making boards, committees, and other policy-related bodies. Lessons learned from families and the project are offered, along with measures and other project-related materials. Cost: $10.25.

Family-centered service coordination: A manual for parents

Zipper, I. N., Hinton, C., Weil, M., & Rounds, K. (1993). Cambridge, MA: Brookline. This monograph is designed to answer family questions about the early intervention services that may be received. Cost: $7.00.

Go ask Alice: A guidebook for parents serving on state and local interagency councils

Early Integration Training Project, Center for Special Needs Populations, Ohio State University. (1991). Columbus,OH: Author. This clever "guidebook" is offered as a road map to ICC-land for parents who wish to be involved in shaping public policy regarding early intervention, by participating in state or local Interagency Coordinating Councils (ICCs). It is sold through the National Clearinghouse of Rehabilitation Training Materials (800-223-5219). Cost: $6.00.

A guide to early intervention services: A resource for families

Garland, C. (Ed.). (1992). Norge, VA: Child Development Resources. This guide is intended as a first step for families in understanding the early intervention system in their community. Cost: $15.00.

Guidelines for establishing a family resource library

Steele, B., & Willard, C. (1989). Bethesda, MD: Association for the Care of Children's Health. This 96-page guide provides information on planning, funding, policies and procedures, outreach, promotion, and sources for bibliographies and materials. As an example, we've paired this publication up with the list of resources in the Idaho Parents Unlimited. Inc. Lending Library. Cost: $11.00.

How can we help? A resource for families

Child Development Resources. (1991). Norge, VA: Child Development Resources.
This practical, easy-to-use instrument will help families identify their own resources and their concerns for purposes of gathering information and IFSP planning. Cost: $15.00 for package of 50.

Making the system work: An advocacy workshop for parents

Kelker, K.A. (1987). Portland, OR: Portland State University Regional Research Institute for Human Services. The resources presented in this package are designed to provide family members with skills and strategies for serving as more effective advocates. The activities include role plays and vignettes with follow-up questions that could be used with parent and professional audiences to address a variety of family-centered practice and training issues. Cost: $8.50.

The parent perspective: A parent consultant directory

Whitehead, A., Brown, L., & Rosin, P. (1994, September). Madison, WI: Wisconsin Personnel Development Project. A directory of parents interested in presenting their family experiences and perspectives (e.g., as part of training). Cost: $5.00.

Parent resource directory

Lawrence, K., Johnson, G., & Stepanek, J. (Eds.). (1994). Bethesda, MD : Association for the Care of Children's Health. A national listing of parents who are willing to serve as resources to other parents and as part of training efforts. Cost: $12.00.

Parent to parent: Encouraging connections between parents of children with disabilities

Brown, L., & Irwin, L. (1992). Madison, WI: Wisconsin Personnel Development Project. This handbook is directed at parents and professionals who see a need for parent-to-parent matching in their area and want to know how to do it. Cost: $5.00.

Parent-professional collaboration content in professional education programs: A research report

Friesen, B.J., & Schultze, K.H. (1992). Portland, OR: Portland State University Regional Research Institute for Human Services. This monograph summarizes findings from examination of the curricula of five disciplines: medicine, social work, nursing, psychology, and special education. Each section lists discipline-specific examples of courses and programs in which family-professional partnerships are being featured, as well as specific examples of resources and materials. Could be helpful for embedding family-centered content in existing coursework and enhancing family participation in training. Cost: $5.00.

Parents as policy-makers: A handbook for effective participation

Hunter, R.W. (1994). Portland, OR: Portland State University Regional Research Institute for Human Services. The purpose of this manual is to provide parents and other family members of children with disabilities with some practical tools with which they can become effective partners with professionals in the policy-making process. It is divided into four sections: understanding the process, strategies for effective participation, organizing as advocates, and resources for decision-making. Cost: $7.25.

Parent's guide to accessing parent groups, community services, and to keeping records

National Information Center for Children and Youth with Handicaps (NICHCY). (1990). Washington, DC: Author. This handy and useful guide is available free from NICHCY by calling (800) 999-5599. Cost: Free.

The premature baby book

Harrision, H. (1983). New York: St. Martin's Press. This book, written by a parent, presents clear, carefully-researched and basic information for families of premature babies. It presents the basic medical information, answers to frequently asked questions and a complete guide to taking the premature infant home. Proceeds from the sale of this book will be donated to organizations that help premature babies and their families. Cost: $19.95 plus shipping & handling.

SSI helping kids

National Center for Policy Coordination in Maternal and Child Health. Gainesville,FL: Author. This 10-minute videotape is designed to provide parents and professional staff with basic information about the SSI program for children, including purpose, eligibility criteria, application procedures and benefits. The tape could stand alone or be integrated in education or outreach efforts. Cost: Free.

Telling your family story . . . parents as presenters

King, S. (Ed.). (1994, October). Madison, WI: Wisconsin Personnel Development Project. This videotape and accompanying guide can be used by individuals or groups who are interested in improving their presentation skills. The materials, while somewhat dry, can be used to help family members and caregivers to share their personal experiences through the encouragement and examples of the families featured on the tape. Cost: $60.00.

Words of advice: A guidebook for families serving as advisors

Thomas, J., & Jeppson, E. (1997). Bethesda, MD: Institute for Family-centered Care. This publication offers guidance for thinking through the benefits and demands of advisory roles for family members, presents some fundamental principles for being a successful advisor, and suggests practical tips for dealing with common challenges that families encounter in these new roles. Designed as a follow-up to *Essential Allies*, the guidebook mixes useful self-assessment checklists with words of advice and encouragement from family members around the country who are already serving as advisors. Cost: $10.00.

Working together: Early intervention family participation resources

Early Intervention Services, Massachusetts Department of Health. (1997, January). Boston: Author. This publication represents a collection of ideas for family members, practitioners, or administrators to use to stimulate and support family participation in early intervention programs. The information included ranges from the fundamentals of family participation to advisory roles, public awareness committees, and family participation standards. Cost: Free.

Personnel Preparation & Development

This section includes information on models (mentoring, consultation) and methods (instructional approaches, case method and team-based approaches) for supporting preservice education, inservice training, and ongoing staff development.

Primary Resources

The winning trainer

Julius E. Eitington

With its extensive appendices available for copying (120+ pages), this book presents engaging and dynamic techniques that involve learners in the learning process, increasing retention and understanding. Sections on getting things started (ice-breakers, openers), using small groups effectively, role playing, games, exercises, puzzles, case method, evaluation, and transfer will have application in both preservice and inservice settings. There's even a chapter called "If you must lecture . . .," describing how to make this instructional approach as effective as possible. The spiral-bound format allows easy copying of exercises, measures, and activities.

Date: 1989
Format: Print
Level of Impact: Awareness/Knowledge to Skill/Application
Source: Gulf Publishing Company
Book Division
P.O. Box 2608
Houston, TX 77252-2608
Phone—(713) 520-4444 FAX—(713) 520-4438
Cost: $39.50 plus shipping & handling

Instructional Approaches

new to 7th

Achieving your vision of professional development: How to assess your needs and get what you want

Collins, D. (1997). Tallahassee, FL: SERVE. This easy-to-use book has lots of good practical information and activities to assist individual learners and those who facilitate the learning of others. Sections are organized in a natural progression from developing a vision and creating a context for change through investing resources, providing continual assistance, and assessing/monitoring progress. Cost: $10.00.

Cooperative learning: Increasing college faculty instructional productivity

Johnson, D.W., Johnson, R.T., & Smith, K.A. (1991). Washington, DC: ERIC Clearinghouse on Higher Education, The George Washington University, School of Education and Human Development. The use of active learning strategies, such as cooperative learning, is growing at a remarkable rate. This monograph is about how faculty can ensure that students actively create their knowledge rather than passively listening to yours. Good ideas for structuring learning situations cooperatively at the college level so students work together to achieve shared goals. Cost: $25.00.

Creative training techniques: A newsletter of tips, tactics and how-tos for delivering effective training

(ongoing). Minneapolis, MN: Lakewood Publications. This newsletter provides valuable ideas, strategies and checklists for trainers. Articles are organized under the major headings of delivery, learner motivation, needs analysis, review techniques, evaluation, administration, creative resources, and topical training and feature clever headings such as "Session Killers," "Bright Ideas," and "Energizers." Cost: $99.00.

Critical thinking: Theory, research, practice, and possibilities

Kurfiss, J.G. (1988). Washington, DC: ERIC Clearinghouse on Higher Education, The George Washington University, School of Education and Human Development. This monograph was designed to enrich models of critical thinking currently being utilized by educators. It illustrates current practice in the teaching of critical thinking at two levels: individual courses within a discipline and institutional programs to foster critical thinking. Strong emphasis on research and theory, but still some good applications. Cost: $25.00.

Delivering effective training sessions: Techniques for productivity

McArdle, G.E.H. (1993). Menlo Park, CA: Crisp Publications. Clear and explicit ideas on how to set up training environments, use materials effectively, encourage participation, and deal with a variety of training challenges. Cost: $9.95 plus postage & handling.

Games trainers play: Experiential learning exercises

Newstrom, J.W., & Scannell, E.E. (1980). Des Moines,IA: Training Express. A collection of activities, exercises, and games to supplement learning on any topic. All of the exercises, which are divided into categories such as climate setting & icebreakers, listening, problem solving & creativity, and knowledge transfer, have been previously field-tested for success. Cost: $36.90. (800) 294-1140.

Growing teachers: Partnerships in staff development

Jones, E. (Ed.). (1993). Washington, DC: National Association for the Education of Young Children. This publication offers eight stories involving partnerships between one or more early childhood programs—preschools, child care centers, public schools—and some other agency or individual working over time with teaching staff to facilitate growth. Along with each example is some very good material on facilitation, mentorship, communication and motivations for learning. Cost: $6.00. Request #208.

Pediatric occupational therapy and early intervention

Case-Smith, J. (1998). (2ND ed.). Woburn, MA: Butterworth-Heinemann. This book is written for practitioners working in early intervention programs and for students training to be pediatric OTs. Clinical strategies and case examples from practice have application for students as well as experienced therapists. Cost: $50.00.

Practical manual for the design, delivery, and evaluation of training

Sullivan, R. L., Wircenski, J. L., Arnold, S. S. & Sarkees, M. D. (1990). Frederick, MD: Aspen Publishers, Inc. This trainers guide is designed to provide practical information for trainers. It is divided into 11 sections, including conducting a needs analysis, conducting a training analysis, designing a training curriculum, designing individualized training materials, creating a positive training environment, serving as a group facilitator, developing tests (knowledge-based and performance-based) and evaluating training. Each section contains an introduction, section objective, specific objectives, content, summary and section guidelines. Materials in the guide may be photocopied for use in training.

Preparing practitioners to work with infants, toddlers, and their families: Issues and recommendations for educators and trainers

Fenichel, E. S., & Eggbeer, L. (1990). Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs. One in a series of four related publications addressing key elements of training, competencies, and action steps. The other three volumes deal with issues and recommendations for parents, policymakers, and the professions. Cost: $5.00.

new to 7th

Process-based education: An experiential learning technique

Gallacher, K., Jurica, J., Bastian, M., & Forest, S. (1997). Billings,MT: University of Montana. This manual provides faculty members with information for implementing *Project PROBE*, a problem-based approach to learning early intervention content. The basic premise of problem-based learning is to give learners a task or project (the "problem") as the impetus for learning. The challenges and the process for problem-solving about them are designed to be similar to the challenges students will confront in their professional future. Chapter 1 provides an overview of process-based education, how it was created, and the benefits of using this model. Chapter 2 outlines how to design a course curriculum and methods for developing class projects and tasks. Chapter 3 describes how to prepare for class sessions and how to prepare students for using experiential learning techniques. Chapter 4 reviews the learning process, demonstrates how to use class routines, and describes specialized skills faculty will use to facilitate students' working in teams. Chapter 5 outlines several methods for monitoring student learning, both individually and in groups. Although this model was developed in an early intervention training program, the authors feel the model can be implemented in a variety of disciplines. Cost: Contact source.

Reforming personnel preparation in early intervention: Issues, models, and practical strategies

Winton, P.J., McCollum, J.A., & Catlett, C. (Eds.). (1997). Baltimore: Paul Brookes. A text designed to promote the delivery of creative and effective preparation of students and practitioners working in any area of early intervention. Four sections delineate the issues, describe the challenges, present possible solutions in the form of instructional ideas and activities, and offer specific examples of models around the country that work. Cost: $56.95. (800) 815-9417.

Synthesis of research on staff development: A framework for future study and a state-of-the-art anaylsis

Showers, B., Joyce, B., & Bennett, B. (1987, November). *Educational Leadership, 45*(3), 77-87. This article highlights the importance of providing training that is practical and easy to take home and use.

A systemic approach for planning inservice training related to Public Law 99-457

Winton, P. J. (1990). *Infants and Young Children, 3*(1), 51-60. Article describes a systematic approach to planning inservice related to Public Law 99-457 that combines flexibility and structure.

The teaching game: A practical guide to mastering training

Saunders, M.K., & Hawkins, R.L. (1986). Dubuque,IA: Kendall/Hunt Publishing Company. This practical guide was designed to assist teachers/trainers of adults. It provides lots of useful examples throughout chapters that focus on the characteristics of adult learners (and what to do about them), the characteristics of adult educators, interpersonal styles and delivery, communication between trainers and trainees, and instructional techniques. The chapter on evaluation and feedback has clear examples of how to write test questions, obtain useful feedback, and encourage self-assessment. Cost: $32.00.

Training methods that work: A handbook for trainers

Hart, Lois B. (1991). Menlo Park, CA: Crisp Publications. Helpful ideas for adding variety to training, using an array of training methods, and selecting methods and materials for specific audiences. Full descriptions of seventeen training methods are provided. Cost: $9.95 plus postage and handling.

Training teachers: A harvest of theory and practice

Carter, M. & Curtis, D. (1994). Beltsville,MD: Gryphon House. Teacher/trainer Elizabeth Jones describes this book as "a collection of teaching tools and learning strategies" along with "ideas in profusion" in a "beautifully organized structure". It offers great resources for teachers and trainers on adult learning, constructivism, anti-bias practices, workshop planning, staff development (for supervisors), and tips for trainers. Cost:32.95

Case Method of Instruction

The case method of instruction: Teaching applications and problem-solving skills to early interventionists

McWilliam, P. J. (1992). *Journal of Early Intervention, 16*(4), 360-373. Specific instructional strategies for conducting case discussions are provided.

new to 7th

Using cases to improve college teaching: A guide to more reflective practice

Hutchings, P. (1993). Washington, DC: American Association of Colleges for Teacher Education (AAHE). This guide explores the use of cases about teaching and learning to prompt collaborative discussion and reflection about pedagogical issues. Strategies for writing and discussing cases are included, as well as information about additional projects, people and materials. Seven reproducible cases, with teaching notes, are included. Cost: $15.00.

Coaching

Coaching partnerships: Refining early intervention practices

Gallacher, K. (1995). Missoula, MT: Montana University Affiliated Program Rural Institute on Disabilities. This manual is designed to assist in the development and implementation of effective coaching partnerships. It includes six sections which define coaching, describe program development, examine the coaching process, describe roles, responsibilities, and potential modifications, and offer additional resources. Cost: Free from source.

Consultation

The consultation process: Implications for early intervention

File, N. (1992). Occasional Paper No. 1. Bloomington, IN: Institute for the Study of Developmental Disabilities. Discusses barriers to the effective practice of consultation and implications for early intervention programming.

The consulting therapist

Hanft, B.E., & Place, P.A. (1996). San Antonio, TX: Communication Skill Builders/Therapy Skill Builders. This text offers effective strategies and case studies designed to assist individual practitioners in providing relevant consultation by using a collaborative approach with educators and other team members. Though designed to facilitate the work of occupational therapists and physical therapists with classroom teachers in developing intervention plans for students with special needs, many of the concepts and formats could easily to interdisciplinary consultative interactions in early intervention. Cost: $45.00. (1-800-211-8378).

Indirect service delivery through consultation: Review and implications for early intervention

File, N., & Kontos, S. (1992). *Journal of Early Intervention, 16*(3), 221-233. Barriers to effective consultation, implications for early intervention programming and training requirements to consult effectively are discussed in this article.

Distance Education

Going the distance: A handbook for developing distance degree programs using television courses and telecommunication technologies

Toby Levine Communications, Inc. (1994). Arlington, VA: PBS Adult Learning Service. This book identifies steps involved in establishing distance degree programs, issues to examine before beginning the process, and the main issues involved in program development. Provides detailed information regarding faculty, student, and financial issues involved in establishing a distance degree program. Several examples of established distance degree programs are provided. Cost: Free. Call (703) 739-5360.

Family Life Education

Family life education teacher's kit

Michael J. Sporakowski, Editor

This collection of peer-reviewed materials includes 66 lesson plans covering the following 10 content areas: families in society, internal dynamics of families, human growth and development, human sexuality, interpersonal relationships, family resource management, parent education, family law and public policy, and ethics. The plans include discussion guides, overheads, and handouts.

Date:	1993
Format:	Print
Level of Impact:	Awareness/Knowledge
Source:	National Council on Family Relations 3989 Central Avenue NE, Suite 550 Minneapolis, MN 55421 Phone—(612) 781-9331
Cost:	$23.95 for NCFR members plus $3.00 postage $29.95 for non-members plus $3.00 postage

Mentoring

The early childhood mentoring curriculum

Bellm, D., Whitebook, M., & Hnatiuk, P. (1997). Washington, DC: National Center for the Early Childhood Work Force. This is a comprehensive, flexible set of tools for mentors and mentor trainers in center-based and family child care programs. Two separate volumes, *A Trainer's Guide* and *A Handbook for Mentors*, contain good information, along with clearly thought out and visually appealing learning activities, handouts, checklists, and supplementary readings. Cost: $39.90.

Empowering the faculty: Mentoring redirected and renewed

Luna, G., & Cullen, D.L. (1995). Washington, DC: ERIC Clearinghouse on Higher Education, Graduate School of Education and Human Development, The George Washington University. This monograph synthesizes the literature on mentoring in terms of conceptual frameworks, mentoring arenas, and roles and functions of mentors and proteges. It also discusses the dynamics of mentoring for empowering faculty members as leaders and the importance of mentoring women and minorities in academe. In discussions designed to convey the benefits of mentoring to the entire institute, the authors guidelines and examples that range from getting a program started to keeping the ball rolling. Cost: $25.00.

Find a mentor or be one

Robertson, S. C. (1992). Rockville, MD: American Occupational Therapy Association. Structure, forms and examples for successfully organizing mentoring relationships. Cost: $10.00.

Learning through supervision and mentorship to support the development of infants, toddlers and their families

Fenichel, E. with the NCCIP Work Group on Supervision and Mentorship. (1991, December). *Zero to Three, XII* (2), 1-9. This is the lead article in a theme issue devoted to aspects of supervision and mentoring in early intervention.

Learning through supervision and mentorship to support the development of infants, toddlers and their families: A source book

Fenichel, E. (Ed.). (1992). Arlington,VA: ZERO TO THREE/National Center for Clinical Infant Programs. This publication delineates key issues and suggests strategies for incorporating supervision and mentoring into training and practice institutions and systems. Cost: $18.95.

Student Materials

ID Train student handbook

Family Centered Interdisciplinary Training Program in Early Intervention. (1996). Madison, WI: Wisconsin Personnel Development Project. This binder includes all the materials provided to students who participate in the ID Train (Family Centered Interdisciplinary Training Program in Early Intervention) project. Included are materials for an individual learning plan and self-assessment and expectations for a mentor family experience, as well as student guidelines, information about universal precautions. a great resource to students, faculty members, and family members. Cost: $20.00 includes mailing.

Teamwork

Building family-centered practices in early intervention: A team-based model for change

Bailey, D. B., McWilliam, P. J., & Winton, P. J. (1992). *Infants and Young Children, 5*(1), 73-82. Describes five central components of this model of training: team-based training, parent participation, a decision-oriented format, guided decision-making and goal-setting activities, and effective leadership.

Collaboration in interprofessional practice and training: An annotated bibliography

Newell, S.S., Jivanjee, P., Schultze, K.H., Friesen, B.J., & Hunter, R.W. (1994). Portland, OR: Portland State University Regional Research Institute for Human Services. Entries in this annotated bibliography are divided into six categories specific to interprofessional/interdisciplinary collaboration: need, principles, administrative and policy issues, methods, elements of training, and program and training examples. Cost: $7.00.

Cooperative learning teams: Enhancing early intervention competencies

Forest, S. (1997). Missoula, MT: University of Montana. Here's a manual describing everything you need to know to promote cooperative learning among adults. Sections include: (1) what is cooperative learning (basic components, benefits, differences from traditional training); (2) what steps are necessary to implement cooperative learning approaches for preservice or inservice education; (3) techniques and procedures necessary to effectively plan, implement, and evaluate cooperative learning activities; and (4) skills necessary to support cooperative learning teams. Cost: Contact source.

Lessons learned from implementing a team-based model for change

Winton, PJ., McWilliam, P. J., Harrison, T., Owens, A. M., & Bailey, D. B. (1992). *Infants and Young Children, 5*(1), 49-57. Case example of one program's experience with a team-based model for building and sustaining family-centered practices.

Curriculum Guides

This section includes compilations of information about existing curricula and other training materials.

Primary Resources

Annotated resource guide to early intervention training materials

Western Region Faculty Institute for Training, JFK Center for Developmental Disabilities

A reference guide (including articles, books, chapters, monographs, policy papers, newsletters, groups, videos, etc.) designed to support early intervention teaching, consulting, training, and advocacy work. Materials are catalogued by main topical category and subheading, and each entry is annotated. Indexing system includes over fifty sub-codes in twelve early intervention topic areas. An index provides alphabetical access to all entries by author or organization.

Date: 1992
Format: Print
Level of Impact: Varied, depending on materials selected and application
Source: JFK Center for Developmental Disabilities
The University Affiliated Program of Colorado
University of Colorado Health Sciences Center
4200 East 9th Avenue, Campus Box C-234
Denver, CO 80262
Phone—(303) 270-8826
Cost: $8.00 Checks should be made payable to JFK. Center for Developmental Disabilities. Will not accept purchase orders.

Early intervention curriculum compendium

Western Region Faculty Institute for Training, JFK Center for Developmental Disabilities

This compendium captures basic information about 29 highly-rated, readily-available curricula. Each publication is described in terms of an overview, features and format, target audience, objectives, evaluation of effectiveness and field testing, preservice/inservice applicability, adaptations for training faculty, and additional comments. Text reflects the merged comments of both reviewers/users and authors/developers. Ordering information is provided for easy access.

Date: 1996
Format: Print
Level of Impact: Varied, depending on materials selected and application
Source: JFK Center for Developmental Disabilities
The University Affiliated Program of Colorado
University of Colorado Health Sciences Center
4200 East 9th Avenue
Denver, CO 80262
Phone—(303) 270-8826
Cost: $4.00

Wisconsin curricula resource manual: Selected information on early intervention for families and professionals

Ann Higgins Hains, Editor

This manual was developed as a resource for preservice and inservice training of individuals who work with infants and toddlers with disabilities and their families. It contains descriptions of materials and resources currently available for use in early intervention and is divided into cross-disciplinary topics (i.e., Public Law 99-457) and disciplines. A section on parent-recommended resources is included, as well as organizations to contact for more information in each area.

Date:	December, 1990
Format:	Print
Level of Impact:	Varied, depending on material selected and application
Source:	Wisconsin Department of Health and Social Services Birth-to-Three Program Wisconsin Personnel Development Project Waisman Center 1500 Highland Avenue Madison, WI 53705-2280 Phone—(608) 263-5002
Cost:	$10.00 plus $1.50 shipping

Supplemental Resources

Infant/toddler caregiving: An annotated guide to media training materials

Honig, A., & Wittmer, D.S. (1988). Sacramento: California Department of Education. This document summarizes the results of a survey of videos, films, filmstrips, slide cassette programs, and audio programs developed to train individuals caring for children under age three. A description of each item is provided, along with ratings (content, quality), ordering information, and languages in which the material is availble. Cost: $9.50.

new to 7th

Multiple-Content Resources

This section includes training resources that address two or more content areas.

Primary Resources

First Steps interdisciplinary training curriculum

Jean Ann Summers and staff of the University of Missouri, Kansas City University Affiliated Program

First Steps is the name of Missouri's efforts to develop a statewide coordinated, interagency system of early intervention services for infants and toddlers with special needs and their families. While the materials were designed to accompany a four-day interdisciplinary training event, they are well-designed and can be used more creatively. There are two sections: a training packet (includes session objectives, copies of overheads, case studies, handouts and activity sheets) and the *First Steps* interdisciplinary training curriculum textbook. Session topics include "Early Intervention Assessment," "Linking Assessment to Intervention," "Sharing/Interpretation of Assessment Results," "Family's CPR," "Principles in Intervention of 0–3," and "Transition." While some material is clearly Missouri-specific, alternate state-specific information could easily be substituted. Evaluation forms are included.

Date: 1993
Format: Print
Level of Impact: Awareness/Knowledge
Source: Center for Innovation in Special Education
Parkade Center, Ste. 152
601 Business Loop 70 West
Columbia, MO
Phone—(573) 884–7275
Cost: Not available for purchase. Can be borrowed from source for approximately $5.00 per month.

Infants and toddlers with special needs and their families: Faculty resource guide

Louisiana Personnel Preparation Consortium

These instructional materials were developed as resources for teaching/training in four major areas of early intervention: families, law, teaming and careers. Each topical module is self contained, designed to be presented in about one hour, and intended for use with preservice or inservice audiences. Modules are divided into two parts. **Part One** contains objectives, outline, explanatory materials, evaluation and resource material to provide the instructor with information about teaching the module. **Part Two** contains lecture notes, worksheets, handouts, and transparencies.

Date:	1991
Format:	Print
Level of Impact:	Awareness/Knowledge
Source:	Kathy Dwyer Human Development Center, LSU Medical Center Building 138, 1100 Florida Avenue New Orleans, LA 70119 Phone—(504) 942-9697
Cost:	$20.00

Infants and toddlers with special needs and their families: Infusion modules

Northeastern Early Intervention Faculty Training Institute

This notebook provides preservice students with information about early intervention. It is well designed, user friendly, and has great potential as inservice training material. Much of the content/format was drawn from the Louisiana modules described in this section. Content areas addressed are related laws, the importance of family, family-centered practices, natural environments, activity-based approaches, and teams and teaming. Additional modules are planned. All necessary material is provided for each module: objectives, outline, explanatory materials, evaluation, and resource materials. Modules are currently being loaded onto Kent State University's website, where they'll be available at no cost.

Date: 1993
Format: Print
Level of Impact: Awareness/Knowledge
Source: Project Coordinator
9TH Floor, Ritter Hall Annex
Temple University Center for Research in Human Development and Education
13TH Street & Cecil B. Moore Avenue
Philadelphia, PA 19122
Phone—(215) 204-3000
Cost: Request from source

Interdisciplinary infant and family services training: A professional training model

Jennifer Kilgo, Bernardine Clarke, Ann Cox, & Debra Carlotti, Editors

These materials were designed to assist faculty in planning an interdisciplinary curriculum or training opportunities for individuals serving infants at-risk for or known to have developmental disabilities and their families. Section II of the manual contains topical modules (introduction, objectives, content outline, suggested learning activities, suggested handouts and resources) that can be used to add content to existing courses, create new courses or organize inservice experiences. The topics included are: "University affiliated programs (UAPs)," "Part H of Public Law 99-457," "Screening and Assessment in Early Intervention," "A Family-centered Approach to Early Intervention," "Family Development and Eelationships," "Cultural Considerations in Early Intervention," "Teamwork Skills," "Service Delivery Models in Early Intervention," "Individualized Family Service Plans," "Service Coordination," "Early Transitions," "Interagency Collaboration," "Consultation," "Health Care Needs," "Play Development," "Assistive Technology," "Children at Risk," and "Development of Infants Prenatally Exposed to Cocaine." Appended materials provide interdisciplinary competencies, course syllabi and evaluation measures.

Date: 1993
Format: Print
Level of Impact: Awareness/Knowledge
Source: Lisa Lee-High
Virginia Institute for Developmental Disabilities
Virginia Commonwealth University
301 W. Franklin Street
Box 3020
Richmond, VA 23284-3020
Phone—(804) 225-3876
Cost: $55.00

Model of interdisciplinary training for children with handicaps: A series for caregivers of infants and toddlers (MITCH)

Florida Department of Education, Bureau of Education for Exceptional Students

The Project MITCH training series is composed of 13 modules designed to provide interdisciplinary training and resources to parents, non-degree child care workers and health care providers who work with infants and toddlers with disabilities. Each module is self-contained with respect to instructions, information and handouts; each is designed to be presented in three hours and can be used individually or as part of a series. Module titles include: "Intellectual Development," "Speech and Language Development," "The Child who seems Different," "Family Functioning," "Listening and Sensory Integration," "Behavior Management," "Health Care," "Motor Development," "Nutrition and Feeding Practices," "Working Together," "Visual Impairments," and "Interventions for Children." Materials are designed for use in an interactive learning format, with lots of participant contributions. Guidance for the instructor includes suggested discussion questions, overheads, equipment lists and everything else that might be needed.

Date:	1990
Format:	Print. *Spanish translations of the handouts are available for all 13 modules.*
Level of Impact:	Awareness/Knowledge
Source:	Educational Materials Distribution Center Florida Department of Education B-1 Collins Building Tallahassee, FL 32399-0400 Phone—(904) 488-7101
Cost:	Each module is priced separately. The total cost for all 13 modules is $75.65. All three handout booklets are $9.55 (English) or $14.25 (Spanish).

Appendices

The following sections include a Source List, Title Index, and Author Index.

Source List

This source list includes publishers and producers for supplemental material described in the *Resource Guide*

Addison-Wesley Publishing Company
Route 128
Reading, MA 01867
(800) 447-2226

Alabama Department of Rehabilitation Services
Contact: Sheila Kelly
PO Box 11586, 2129 E. South Blvd.
Montgomery, AL 36111-0586
(800) 543-3098

Alabama State Department of Education
Division of Rehabilitation Services
2129 East South Boulevard, PO Box 11586
Montgomery, AL 36111-0586
(800) 543-3098

Alaska Department of Health and Social Services
Early Intervention/Infant Learning Program
1231 Gambell Street
Fairbanks, AK 99501-4627
(907) 274-2542

Ambrose Video Publishing, Inc.
1290 Aveneue of the Americas, Suite 22045
New York, NY 10104
(800) 526-4663

American Academy of Pediatrics
4720 Montgomery Lane
PO Box 31220
Bethesda, MD 20824-1220

American Association for Higher Education (AAHE)
One Dupont Circle, Suite 360
Washington, DC 20036-1110
(202) 293-6440 x11
Fax (202) 293-0073
Web www.aahe.org

American Occupational Therapy Association
4720 Montgomery Lane
PO Box 31220
Bethesda, MD 20824-1220
(301) 948-9626

American Physical Therapy Association
1111 North Fairfax Street
Alexandria, VA 22314
(703) 684-2782

American Speech-Language-Hearing Association (ASHA)
ASHA Fulfillment Operations
10801 Rockville Pike
Rockville, MD 20852-3279
(301) 897-5700 x218

Applied Symbolix
Chicago, IL
(800) 676-7551

The Arc (National Headquarters)
500 E. Border, Suite 300
Arlington, TX 76010
(817) 261-6003

The ARK Group
PO Box 410685
San Francisco, CA 94141
(415) 863-7200
FAX (415) 864-5437

Aspen Publishers
7201 McKinney Circle
Frederick, MD 21701
(800) 638-8437

Association for the Care of Children's Health (ACCH)
7910 Woodmont Avenue, Suite 300
Bethesda, Maryland 28014
(301) 654-6549
(800) 808-ACCH
FAX (301) 986-4553

Beach Center on Families and Disability
c/o Institute for Life Span Studies
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